

DOCUMENT RESUME

ED 239 488

FL 014 120

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TITLE Teaching Inuktitut to Grade 2. Interim Edition.
INSTITUTION Northwest Territories Dept. of Education, Frobisher Bay. Resource Centre.
PUB DATE 83
NOTE 159p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Bilingual Education; Bilingual Instructional Materials; *Class Activities; Elementary Education; *Eskimo Aleut Languages; Grade 2; *Language Skills; *Second Language Instruction; Teaching Guides; *Vocabulary Development
IDENTIFIERS *Inuktitut

ABSTRACT

This teacher's guide for a second grade Inuktitut language arts program has 30 units based on concepts in social studies, science, math, and health; and emphasizes development of listening, speaking, reading, and writing skills. The vocabulary and unit concepts are based on themes familiar to the children, including ships, plants, rocks, animal activities and uses, travel, clothing, measurement, weather, food, cooking and eating, the body, sports and games, birds, building materials, landforms, and waterforms. Each unit contains (1) lists of nouns and verbs; (2) conceptual information for teachers; and (3) suggestions for motivation, activities, and materials for these language emphases: conceptual development, language exposure, listening, oral reproduction, creative expression, sight recognition, decoding and encoding, and language experiences. (MSE)

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FL 014120



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Northwest Territories Education

*Cover Art by Del Carry
Typesetting by Moshi Shaw
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*Baffin Region
Resource Centre
Department of Education
Frobisher Bay, N.W.T.
1983.*

Printed in Yellowknife N.W.T.



Introduction

This program is designed to be used as the *Grade Two Inuktitut Language Arts Program*. Each Unit in the Program is based on a concept taken from social studies, science, math, or health. The first lesson in each Unit contains activities that develop knowledge with the children. Once the children have acquired the knowledge from Lesson 1, they are ready for skills activities that help them to internalize the Inuktitut language content for the Unit. Lessons 2 through 4 contain a variety of activities designed to strengthen the children's communication skills and to foster language internalization. The language content for each Unit is meaningful to the children since it is based on the knowledge that they have acquired.

The sequence of *Listening, Speaking, Reading, and Writing* is used for skills development in the program. While there is flexibility for implementing the activities within a lesson, it is recommended that the lessons within a Unit be used in their correct order.

A set of illustrations accompanies the Units of instruction. The illustrations represent the vocabulary words for each Unit as well as activities contained in the lessons.

The Grade Two Inuktitut Reader has been designed to accompany this program. The stories in the Reader parallel the Grade Two Inuktitut Language Arts Units. A Unit's story would be used with the children *after* Lesson 4 has been developed with them.

The successful completion of this program was due, in large part, to contributions made by Inuktitut Language specialists from across the Northwest Territories and students of the Eastern Arctic Teacher Education Program.

This is an *Interim Edition of the Grade Two Program*. During the 1983-84 school year, input from Inuktitut Language Teachers will be collected and the Units will be revised, based on that input.

It is hoped that this program will assist children in the development of their communication skills and with their Inuktitut language growth.

Acknowledgements

The development of this program made heavy demands on the time, experience and expertise of the working committee for Inuktitut. Special mention must be made of the members of this group.

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Nouns

L^cC²Δ⁴ - C.D. Howe

LHC - Manhattan

६३८ - Nascopie

5A - 2nd - St. Roche

Submarine - ۱۰۰/۱۰۰

▷▷▷ - Ship

Icebreaker

◀▶ꣳꣳ - Flag

١٠ Verbs

▶ **لُود** - to load

σ▷ϚΔ▷σ - to unload

ᐱᕐᕐᕐᕐ - to steer

ሕሳብ ማሳወቅ - to blow horn

ΔΥΨΕΩ - to cruise

Conceptual Information for Teachers

Most of the modern ships have developed from early boats used by the Egyptians. The early Egyptian boats carried up to twenty oarsmen. These early boats appear in illustrations dating back to 3000 B.C. All early ships used oars or sails. The earliest use of steam power in a ship was in 1786, in the United States. In May, 1819, the first steamboat crossed the Atlantic Ocean. This ship was called the Savannah and it crossed the ocean between the United States and England. Beginning in the late 1950's, nuclear power was used for certain naval and merchant ships.

In 1912, the 2,500-ton **Nascopie** was built for the Hudson's Bay Company. For thirty-five years it was the supply ship for the Eastern Arctic. Eventually the Nascopie was used as a tourist ship, taking passengers for a three month tour of the Eastern Arctic for \$650.00. In 1947 the Nascopie was wrecked on a rock just off Cape Dorset.

In 1950 the **C.D. Howe** was built to carry the Eastern Arctic Patrol through the Eastern Arctic. This was the first Canadian Government ship built as an Arctic patrol vessel... complete with a reinforced hull to withstand ice pressure. It was the Arctic Patrol vessel until 1968.

In 1968 the ESSO company built the huge **Manhattan** to carry crude oil from the Territories to refineries in the south. The Manhattan and the John A. MacDonald (the ice breaker) travelled through the Northwest passage, from East to West.

The first account of a **submarine** is from the 1620's when a Dutch inventor used a leather-encased rowboat to take twenty men under the river Thames. The U.S.S. Nautilus was the first Nuclear powered submarine - it was launched in 1954. The Nautilus made the first undersea crossing of the North Pole in August, 1958.

Until the late 1960's the Inuit of Lake Harbour built fine wooden whaling boats for sale to the Hudson's Bay Co.

Δεδομένη η P_L η ϵ Motivation

Before the lesson begins, cut the outline of a ship from a sheet of Bristol board. Tape the outline to the board and then cover it with a length of mural paper. Group the children in front of the board. As you talk to the children, lean against the mural paper on the board...appear surprised to notice that there is something behind the mural paper. Then, use a black crayon to do a "rubbing" of the ship's outline. As you do the rubbing, encourage the children to tell you what they think is behind the mural paper.

When the outline of the ship has been completed, use it as a lead-in to a discussion of the different ships that the children have seen or ships that they know about.

Assessment Activities

Prepare a copy of Illustration 1 for each child. Encourage the children to look at the ships shown in the illustration. The children should look for ways in which the ships are the same and ways in which they are different.

Prepare a copy of Illustration 2 for each child. Use the illustration to introduce the Inuktitut vocabulary words to the children. Encourage the children to talk about the different ships. The children should understand that certain ships served a specific function-e.g., the C.D. Howe was used as a medical ship. After using Illustration 2 with the children, collect them and keep them for use later in this Unit.

Group the children together in a large circle. Then, use masking tape to make a large outline of a ship on the floor. Encourage the children to suggest the different parts of the ship that should be added to the outline. Use the outline to introduce or reinforce the Inuktitut verbs for this lesson. This outline will be used again later in the Unit for skills development.

Draw a large outline of a ship on the board. Purposely leave-off the flag from the back of the ship. Encourage the children to suggest the missing part of the ship. Lead this into an introduction of the flags of different countries. Provide each child with a copy of Illustration 3. Mount a large map of the world on the wall and locate the countries represented by the different flags. Encourage the children to talk about the different shipments that the ships of the countries might carry back and forth across the oceans.

Provide each child with a sheet of art paper. Each child should then select one of the flags from Illustration 3 and cut it out. The children should glue their cutout flags to their sheets of art paper. Then, the children should illustrate ships around the flags. Display the completed illustrations in the classroom.

Δε-σ-ΔPNC Δ⁵C¹L¹ Materials

- a copy of illustration 1,2,and 3 for each child
- a map of the world
- a cut-out of a ship from Bristol board
- mural paper
- a black crayon
- art paper and illustrating materials for each child
- scissors for each child
- masking tape

Review of Vocabulary

Mount a large map of the world on the wall and group the children near it. Before the lesson begins, cut-out the ships from a copy of Illustration 2. Present the cut-out ships to the children, saying their Inuktitut names as you attach them to different locations on the map.

Assessment Activities

Point to each of the cut-out ships on the map (from the activity above) and the children should name the cut-out. Continue in this way until the children are responding well.

Darken the room and stand behind the children with a flashlight. The children should still be looking at the cut-outs on the map. Shine the light of the flashlight on one of the cut-outs. The children should name the cut-out that they see. Repeat until all of the cut-outs have been identified in this way.

Develop appropriate body actions for the different Inuktitut verbs for this Unit. Then, say one of the vocabulary terms and the children should perform the body action.

Remove the cut-outs from the map (from the previous activities) and tape them to the walls around the classroom. The children should have their eyes closed as you tape the cut-outs around the room. Before the lesson begins, prepare two 'telescopes' using two sheets of rolled construction paper. When the cut-outs are in place, have the children open their eyes. Divide the children into two groups. Give the first player in each group one of the 'telescopes'. Say one of the vocabulary words and the players with the 'telescopes' must then attempt to locate the correct cut-out by looking through the telescopes. The first player to find the cut-out is the winner for the round. Repeat until all children in each team have had a chance to locate a cut-out.

Listening / Speaking - Creative Expression

Activity Activities

Group the children in a circle on the floor. Sit in the center of the circle with a bottle. Say one of the Inuktitut vocabulary words and spin the bottle on the floor. When the bottle stops spinning, the child at whom it is pointing should then say the vocabulary word that you said in a complete Inuktitut sentence. Repeat this process until most of the children have had a chance to respond.

Have the children stand in a large circle. Give each of the cut-outs from Illustration 2 (used earlier in this lesson) to the children. The children should pass the cut-outs around the circle in the same direction until you clap your hands. When you clap your hands, the children left holding the cut-outs must then say the vocabulary words for their cut-outs in complete Inuktitut sentences. Repeat until most of the children have had a chance to respond.

AC-8420C 456C 456C Materials

• a large map of the world • flashlight • masking tape • cut-outs from Illustration 2 • 2 sheets of construction paper • a bottle or other 'spinner' •

ᑕᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ Sight Recognition

ᐃᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ
Theme: Ships

ᐃᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ 3
Lesson 3

ᐃᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ Introduction

Before the lesson begins, use a white parafin candle to write the Inuktitut words from this Unit on a sheet of white paper. Show the children the sheet - the children should tell you that they can't see anything. Then, mount the sheet on the board and use a thin mixture of paint and a brush to 'wash' the sheet - the words will suddenly appear. Say each word as it appears.

ᐃᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ Activities

Group the children around the masking tape ship outline (prepared on the floor in Lesson 1). Have four or five children stand in the outline. Show one of the VERB sight words to the children in the ship outline. The children should pretend to do what the sight word says. For example, for 'steering' the children should pretend to steer the boat. Any child who doesn't respond correctly should join the children in the circle. Repeat until all children have had a chance to participate.

Provide each child with a copy of Illustration 4. The children should cut-out the sight words and lay them on their desks. Say one of the vocabulary words and the children should hold-up the word that you said.

The children should turn-over their cut-out sight words. Then, each child should select one word and turn it face-up on his desk. Write one of the sight words on the board. Any child or children who turned-over the same word should hold their words up. Write the winners' names on the board after each round of this activity. Repeat this activity a number of times. Afterwards, determine the 'winner' or 'winners' by those children who have the most check marks by their names on the board.

ᐃᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ / ᐃᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ Decoding / Encoding

ᐃᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ Activities

Have each child cut each of his sight words into its individual syllables. When the children have cut their words up, collect the cut-up pieces and spread them on the floor in the center of the room. Divide the children into two teams. Say one of the vocabulary words and the first player in each team should rush to the cut-out syllables. The first player to find the syllables and to reproduce the words that you said wins the round. Repeat this process until all of the children have had a chance to play.

Select two of the cut-out syllables (from the previous activity). The two syllables can be different. Tape the two syllables that you choose to the board (far apart). Divide the children into two teams. When you say, 'Go', the first player in each team should rush to the chalkboard and write the Inuktitut word around his team's syllable. The first player to do this successfully wins the round. Be certain that the children use their best printing for this activity (don't accept sloppy syllabics).

Write one of the vocabulary words from this Unit on the board, purposely leaving-out syllables and certain finals. Call upon individual children in the class to suggest the missing parts. Add the missing parts that the children suggest. Repeat this process using other vocabulary words from this Unit.

ᐃᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ ᐃᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ Materials

- a copy of Illustration 4 for each child
- scissors for each child
- VERB sight cards
- masking tape

Assessment Activities

Mount a length of language experience chart paper on the board and group the children near it. Tape a cut-out from Illustration 2 in the top left hand corner of the paper. Then, call upon a child to say a complete Inuktitut sentence that contains the vocabulary for that cut-out. Write the sentence that the child says to the right of the cut-out. Continue in this way until all of the vocabulary words have been used. When the language experience sentences are complete, read them with all of the children. Then, divide the children into two groups. Have the children in 'group one' read the first sentence; the children in 'group two' read the second sentence, and so on until all of the sentences have been read in this way.

Cut the sentences out of the language experience paper...leaving the cut-out illustrations in place. Mix all of the sentences up and lay them on the floor. Say one of the vocabulary words and a child's name. That child should then find the sentence that contains that vocabulary word. When the child has found the correct sentence, he should re-attach it to the board (beside the correct cut-out illustration). Repeat this process until all of the sentences have been identified and attached to the board.

Give a child a flashlight. Say a word, base, post-base, or syllable from one of the sentences on the language experience chart. The child must then shine the light of the flashlight along the sentence that contains the part that you said. You may wish to have the child with the flashlight identify only a word that contains the part that you said (accept any word or sentence that contains the part).

Give each child one of the cut-out syllables (from Lesson 3). Each child should glue his cut-out syllable to a sheet of writing paper. Then, each child should write an Inuktitut sentence around the cut-out syllable. The children should choose their own themes for their sentences and they should not use any sentences that were used in this Unit. Circulate among the children as they work, helping the children as necessary. Later, have each child read his Inuktitut sentence to the other children. Display the completed sentences in the classroom.

Lay the cut-out syllables (from Lesson 3) on the floor. You may wish to divide the cut-out syllables into three or four piles. Divide the children into three or four groups. The children in each group should then use their cut-out syllables to create as many Inuktitut words as they can (not words introduced and developed in this Unit). Circulate among the children as they work, helping them as necessary. Have the children in each group write their words on sheets of paper at the end of the activity.

Δε^aσ^bΔ^cΠ^c Δ^cσ^bΔ^cΠ^c Materials

language experience paper • felt pen • set of cut-out illustrations from illustration 2 • scissors • masking tape • a flashlight • cut-out syllables (from Lesson 3) • writing paper and pencil for each child •

Verbs

◀◀◀ - Dwarf Willow

APṚṇṇ - to burn

Inuit living in different parts of the Arctic would often have 'local' methods of eating, preparing and using the northern plants. For example, the Inuit of Alaska would often 'whip' berries with seal oil and caribou tallow to produce 'Agutaq' or Inuit Ice Cream.

Δ-6-APL ንብህህ Motivation

As the children watch, draw a large 'gravestone' on the chalkboard. Tell the children that this tombstone represents where an explorer is buried. Encourage the children to imagine why the explorer died. Lead the children to the possibility that the explorer died from 'lack of food'...Vitamin C in particular. Encourage the children to suggest what 'vegetables and fruit' could be purchased today at the local store that would prevent 'scurvy'.

Lead this into an introduction to the northern plants that can be eaten or used in other ways for survival.

Activity Activities

Provide each child with a copy of Illustration 5. Describe the appearance of one of the plants (not actually naming it) and the children should attempt to identify the plant from the description that you give. When a plant has been correctly identified in this way, introduce its Inuktitut name. Continue in this way until all of the plants have been named in Inuktitut.

Encourage the children to suggest the uses of the northern plants. Include in this discussion some of the knowledge contained in the "Conceptual Development" portion of this Unit's cover page.

If you were able to collect actual samples of the plants and berries for this Unit, present them to the children and encourage them to match them with the illustrations in Illustration 5.

Group the children into pairs. Provide each pair with a plant or berry sample. The children should then list as many specifications of the plant/berry as they can. This should include the length of the leaf (ves), stem, root(s), the thickness of the plant, colour, and so on. When the children in each pair have written all of the information that they can, have each pair present its findings to the other children. For added 'spice', have the children in a pair read their information without telling the name of the plant that they studied. The remaining children should then attempt to identify the plant that was studied...based on the information that the children provide.

Lay a length of white mural paper on the floor (brown mural paper can also be used). Group the children around the paper and provide them with an assortment of different colours of crayons. Lay copies of Illustration 5 on the floor near the children. The children should then make illustrations of the different plants and berries on the paper using the crayons. Afterwards, 'wash' the children's illustrations with a thin solution of blue Tempera paint. Display the mural in the class.

Δε-σ-ΑΡΝ^ε Δ^εΑ^εΥ^ε Materials

- a copy of Illustration 5 for each child • actual plant/berry samples • writing materials • rulers • mural paper
• crayons • a thin solution of blue Tempera paint • a paint brush •

Theme: Northern Plants

Lesson 2

Review of Vocabulary

Group the children near the plant/berry mural prepared in Lesson One. Point to each of the plants/berries in the mural and repeat its Inuktitut name. Continue in this way until the children have heard all of the plant/berries names.

Activities

Provide each child with a copy of Illustration 5. The children should cut-out the illustrations of the plants/berries and lay them on their desks. Say the name of one of the plants and the children should hold-up the appropriate illustrations for the plant or berry that you named. Repeat this until all of the plants/berries have been identified by the children.

Collect the cut-out plant/berry illustrations (from above) and spread them on the floor in the center of the room. Group the children around the cut-outs. Give a long length of wool to two children. This wool represents a huge 'root' of a plant. Each child should hold one end of the 'root' (wool). Say the name of a plant and the two children should hold their wool ends on cut-outs of the plant that you named (they should not use the same cut-out, but each should find a cut-out of the same plant/berry). For added fun, have two pairs of children participate in this activity at the same time.

Group the children in a circle. Walk around the outside of the circle, taping plant and berry cut-outs to the children's backs (don't let them see the cut-outs as you do this). When each child has a cut-out on his back, the children should group themselves according to the plants/berries. When the children have grouped themselves correctly, have the children in each group identify their plant/berry. This activity can be repeated more than once.

Develop body movements for the VERBS for this Unit. Say the VERBS and the children should perform the appropriate body movements. Repeat this process until the children are able to respond well. Afterwards, perform a body movement and the children should identify the VERB that you are showing.

Listening / Speaking - Creative Expression

Activity Activities

Activities
Mount a set of plant/berry cut-outs on the board. Give all of the cards in a deck of playing cards to the children (all children do not have to have the same number of cards). When the children have their playing cards, hold up a playing card from your deck and point to one of the plant/berry cut-outs on the board or say one of the VERBS. The child who has the same playing card must then repeat the vocabulary word and then use it in a complete Inuktitut sentence. Continue in this way until a child or children have no cards left in their hands (when a child has responded, he should turn the playing card, for that round, face-down on his desk).

Have two children stand facing one another. The two children should join hands to represent a 'bridge' or 'the frostman'. The remaining children should form a straight line. Say one of the vocabulary words and the line should move 'under the frostman'. The two children (the frostman) should eventually capture a child by lowering their arms. The captured child must use the vocabulary word that you said in a complete sentence in order to escape from the 'frostman'. Repeat until many children have responded.

AC-207PNC DSC 4 C Materials

- plant/berry mural (from Lesson 1) • a copy of Illustration -5 for each child • scissors for each child • masking tape • 2 decks of playing cards •

Сight Recognition

Theme: Northern Plants

Lesson 3

Introduction

Mount a set of plant/berry cutouts (from Lesson 2) on the board. Before the lesson begins prepare a set of sight cards. Introduce each sight card, saying its name and attempting to match it with its illustration on the board...purposely have difficulty doing this and encourage the children to assist you. Repeat until all of the sight words have been introduced.

Activities

Have the children stand in a large circle. Give all of the sight cards to the children. Have two children stand in the center of the circle with two flashlights. Say one of the sight words and the two children with the flashlight must attempt to locate the sight card for the word that you said. The first child to do this successfully wins the round. Repeat this activity, changing the locations of the words in the circle and with other children using the two flashlights.

Provide each child with a copy of Illustration 6. The children should cut-out the sight words from their sheets. Then, say one of the sight words and the children should hold-up the correct sight words. Repeat until the children are able to respond well.

Δ¹JΔσ⁹⁶ / 6Π⁹⁶/Δσ⁹⁶
Decoding / Encoding

Assessment Activities

Cut each of your sight word cards in half and mount the cut out halves on the board in a scattered formation. Place your left hand on a word half and your right hand on the other half of the word. The children should then hold-up their copies of the sight word (from the cut-up copies of Illustration 6). However, when your left and right hands are on 'mismatched' word parts, the children should not respond. Repeat until all of the sight words have been used in this way.

The children should cut their sight words (from Illustration 6) in half in the same locations as you cut your sight words (for the previous activity). When the children have cut all of their sight words in half, they should turn them face-down on their desks and mix them up. Then, call upon a child to hold-up one of his word parts. Each of the remaining children should then turn-over one of their word parts. Any child or children who turned-over the word part necessary to complete the first child's word should stand and show their word parts.

For example, if the first child holds-up:  then any child or children who have: 
should stand and say the name of the vocabulary word.

Acrylic Resin Composites Materials

• two flashlights • a copy of Illustration 6 for each child • plant/berry cutouts (from Lesson 2) • master set of sight cards • masking tape • scissors for each child •

Academic Activities

Give each child a blank flashcard. The children should then write one number on their cards from 1 to ____ (depending upon the number of children in your class). Mount a length of language experience chart paper on the board. Write one of the sight words from this Unit on the left hand side of the language experience paper. Then, call a number between 1 and ____ (the last number used by the children). The child who has that number should identify the sight word that you wrote and then use it in a complete Inuktitut sentence. Write the sentence that the child says on the language experience paper. Continue in this way until a number of sentences have been provided by the children.

Have the children exchange number cards (from the above activity). Then, say one of the language experience sentences (from above), purposely leaving out the main vocabulary word. Call one of the numbers in the class and the child with that number must repeat the sentence that you said, providing the missing vocabulary word. Repeat this process until many of the children have responded.

Cut the vocabulary words and sentences from the language experience paper. Mix the words and the sentences together. Then, say one of the vocabulary words and two children's names. Those two children should then locate the vocabulary word and its sentence from the pile on the floor. Repeat this process until all of the vocabulary words and sentences have been identified.

Collect the sentences that were developed above. Cut each sentence into two parts. Then, say one of the sentences and have two children re-produce the sentence by finding the necessary sentence parts. To add more fun to this activity, say two sentences and have two pairs of children participate at the same time. The first pair to successfully reproduce the sentence that you said wins the round. Continue until all children have had a chance to participate.

Provide the children with writing paper and pencils. Each child should then select one of the sight words from this Unit to create his own sentence. When a child has chosen a sight word, he should then use it in a complete Inuktitut sentence. The children should write their sentences on their sheets of writing paper. Later, have the children read their sentences to one another.

Δ-σ-ΔPNC Δ⁵C^bL^c Materials

- a blank flashcard for each child • a pair of scissors • writing paper and pencil for each child • language experience paper • a felt pen •

١٠ Verbs

ልኒብላልሁ - to throw with sling
 ልቦብሁ/ገብላልሁ - to throw
 ካኒህላልሁ - to carve
 ቦኖቦሁ/ቦኖገብሁ - to break
 ልሮሁ - to place
 ልኔዎኒሁ - to juggle
 ኃኖብሁ - to kill

For some Inuit, stones were a valuable building material in the making of sod houses. Large stones and whalebones served as the walls of the home. Of course, not all Inuit used sod houses. Many Inuit lived in tents during the summer and snow houses in the winter.

Theme: Uses of Rocks

Lesson 1

Δεδομένη η έλλειψη της Motivation

Before the lesson begins, collect rocks and stones of different sizes and shapes - flat, round, etc. Place the rocks and stones in a container, such as a box. Present the container to the children, dramatizing the 'weight' of the container. Encourage the children to imagine what could be in the box. Eventually, remove the rocks and stones from the box. Have the children imagine what could be done with the rocks and stones. List the uses that the children suggest on the board. Encourage the children to recall the uses that they have seen for large and small rocks in their area.

Assessment Activities

Use the rocks and stones (from above) to illustrate the making of an inukshuk, caches, fox traps, a fish wier, and a sod house. If an elder is available to present this demonstration to the children, invite him or her before the lesson begins. Introduce the Inuktitut vocabulary words to the children during this presentation. There may be other local uses of rocks and stones that you will want to add to those suggested for this lesson. Lay a length of mural paper on the floor and group the children around it. Place the stones and rocks on the floor near the children. Provide the children with felt pens. The children should then create caches, traps, inukshuks, etc. by tracing the rocks on the mural paper. The children can add other details to the mural with their felt pens. Circulate among the children as they work, repeating the Inuktitut vocabulary words as often as possible. Each child can do more than one creation in this way. When the mural is complete, display it in the classroom. Be certain that all of the uses for rocks and stones have been represented in the mural.

Provide each child with a copy of Illustration 7. Use the illustrations in the Illustration 7 to encourage further discussion and understanding of the uses of rocks and stones. Review the Inuktitut vocabulary words with the children using Illustration 7.

Provide each child with a copy of Illustration 8. Encourage the children to look at the illustrations in Illustration 8 and to identify the ACTION for each illustration. The children should suggest such actions as 'throwing, carving, building, etc.' When the 'actions' have been reviewed in this way, have the children match the actions of Illustration 8 with the illustrations in Illustration 7. For example, the illustration of the oil lamp could be matched with the 'carving' illustration. Continue in this way until all of the illustrations have been matched.

As a ΔPNC $\Delta^{5}C^{14}$ Materials

- a collection of rocks/stones of varying sizes • a box • mural paper • a felt pen for each child • copies of Illustration 7 and 8 for each child •

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Listening / Speaking - Oral Reproduction

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Theme: Uses of Rocks

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Lesson 2

ᐅᓐᓂᓐᓂᓐ ᐱᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ Review of Vocabulary

Before the lesson begins, cut-out the illustrations from a copy of Illustration 7 and Illustration 8. Mount the cut-outs on the board. Point to each cut-out, saying its Inuktitut name. Continue in this way until the children have heard all of the vocabulary words a number of times.

ᐱᓐᓂᓐᓂᓐ Activities

Divide the children into two teams. Have the two teams stand in two parallel straight lines. Give the first player in each team a stick of chalk. Say one of the vocabulary words and the first player in each team must rush to the board to circle the illustration for the word that you said. The first player to successfully circle the correct illustration wins the round. You may wish to have another set of cutouts on the board so that both players will have the opportunity to 'win' a round.

Remove the cutouts from the board and place them on the floor in a scattered formation. Group the children at one end of the cutouts, in two teams. Give the first player in each team one of the smaller (and rounder) rocks (originally used in Lesson 1). When you say, 'Go,' the players with the rocks must roll the rocks towards the cutouts, attempting to land the rocks on illustrations. The first player to land his rock on an illustration and then to name the illustration wins the round. Repeat this process until all of the players have had a chance to participate.

Provide each child with a copy of Illustration 7 and 8. The children should cut-out the illustrations. Then, collect the illustrations and place them in a container. Mix them together. Have each child reach into the container and remove three illustrations. Then, say three vocabulary words. If a child has the illustrations for those three words, he should call, 'Bingo.' If not, continue with another three vocabulary words. The children should take three new illustrations after they win a round. When a child wins, he must say the names of the three illustrations before selecting three new ones.

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Listening / Speaking - Creative Expression

ᐱᓐᓂᓐᓂᓐ Activities

Review the Inuktitut vocabulary words, using a set of cutouts from Illustrations 7 and 8. Mount the cutouts on the board. Point to each cutout, calling upon a child to identify it. Then, place your left hand on one of the NOUN illustrations and your right hand on one of the VERB illustrations. Call a child's name. That child should then say a complete Inuktitut sentence that contains the NOUN and VERB that you are pointing at. Accept any complete sentence that makes sense. Help the children with their sentences, as necessary. Repeat until all of the children have responded.

Group the children in a circle. Run a length of yarn around the inside of the circle, having the children hold-on to it as you do so. Before tying the ends of the yarn together, insert a roll of tape over one end of the yarn. Tie the yarn ends together. Say a vocabulary word and the children should pass the tape around the circle quickly. When you clap your hands, the child left holding the tape should then repeat the word that you said and then use it in a complete Inuktitut sentence. Repeat.

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• cutouts from a copy of Illustration 7 and illustration 8 • masking tape • 2 small 'roundish' stones • copies of Illustrations 7 and 8 for each child • scissors • a skein of yarn • chalk •

Сight Recognition

Theme: Uses of Rocks

Lesson 3

Introduction

Prepare cutouts of construction paper that resemble rocks. Write one sight word on each rock. Place the 'rocks' in a container. Dramatize lifting the container into the class. Remove the sight words from the container, one at a time. Mount the 'rocks' on the board, saying their names at the same time. Repeat until all sight words have been introduced.

Assessment Activities

Provide each child with a blank flashcard. Each child should then write one number on his card between 1 and 6. When the children's cards are ready, roll a die and call out the number showing. Then, point to one of the sight words on the board. Any child or children with the number that you called should stand and when you say, 'Go,' they should say the name of the sight word that you pointed to. The children may exchange number cards after each round of the game.

Group the children close together, standing in the center of the room. Run masking tape on the floor around the children. Have a set of sight words in your hand. Toss an inflated balloon into the air above the children. The children must try to avoid being touched by the balloon, however they may not move outside of the masking tape circle. When a child has been touched by the balloon, he must identify a sight word that you show him. Repeat this game until a number of the children have responded.

Decoding / Encoding

Academic Activities

Provide each child with a copy of Illustration 9. The children should cut the words from their copies of Illustration 9. When the children's words have been cut out, say a CHUNK from one of the vocabulary words and the children should hold-up the sight words that contain that CHUNK. Repeat this process until all of the words have been identified in this way. For added fun, place two sets of cut-out words on the floor at one end of the room. Divide the children into two teams at the other end of the room. Say a CHUNK from one of the words and the first player in each team must run to the sight words. The first player to correctly identify the right word wins the round. Repeat until all players have played.

Darken the room and use the light of a flashlight to 'write' one of the sight words from this Unit on the wall or board. The children should watch as you 'write' the word with the light. After 'writing' the word, call upon a child to identify the sight word that you 'wrote'. Repeat this process, using other sight words from this Unit.

Δεδομένα: Δοθέντα: Materials

• construction paper • felt pen • scissors • a blank flashcard for each child • a die • masking tape • a round inflated balloon • a copy of Illustration 9 for each child • scissors for each child • a flashlight •

Language Experiences

Theme: Uses of Rocks

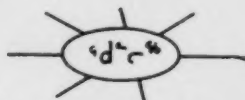
Theme: Uses of Rocks

Lesson 4

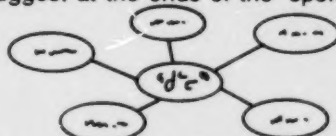
Lesson 4

Activities

Mount four or five sheets of language experience chart paper on the board. Group the children in front of the board. Write one of the sight words from this unit in the center of one of the sheets of paper. Circle the word. Then, draw 'spokes' from the word:



Encourage the children to think of other Inuktitut words that are related to the word in the center of the page. Write the words that the children suggest at the ends of the 'spokes' and circle each word:



Continue in this way, using other sight words for the different sheets of language experience paper. Accept any words that the children offer that are in some way related to the sight words. The children may offer variations of the sight words or they may offer words that are merely related; e.g. the Inuktitut verb 'to kill' or 'to trap' may be used with the sight word for 'foxtrap'.

Cut all of the words from the ends of the 'spokes' in the previous activity. Mix all of the words together. Then, have the children match the cut-out words with the sight words that are on the sheets of language experience paper. Continue in this way until all of the 'related words' have been matched with their sight words. Have the children read all of the words with you, after they have been correctly placed. Have small rolls of masking tape ready for the children to attach the cut-out words to their places on the sheets of paper.

Place the cut-out sight words (from Lesson 3) in a container. Each child should reach into the container and remove one of the sight words. Then, each child should write a complete Inuktitut sentence using the sight word that he has chosen. When the children's sentences are complete, have each child read his sentence to the other children, purposely leaving-out the sight word. After a child has read his sentence, the other children should attempt to identify the sight word that the child used for the writing of his sentence. Repeat until all children have had the chance to read their sentences to the other children.

Materials

- 4 or 5 sheets of language experience paper
- masking tape
- felt pen
- writing paper and pencil for each child

Δ'ε'δ'ε'ε Nouns	Δ'ε'δ'ε'ε Verbs
Δ'ε'δ'ε'ε - pre-natal	Δ'ε'δ'ε'ε - to be born
Δ'ε'δ'ε'ε - newborn	Δ'ε'δ'ε'ε - to grow
Δ'ε'δ'ε'ε - calf	Δ'ε'δ'ε'ε - to die
Δ'ε'δ'ε'ε - yearling	
Δ'ε'δ'ε'ε - adolescent	
Δ'ε'δ'ε'ε - pregreant female	
Δ'ε'δ'ε'ε - adolescent female	
Δ'ε'δ'ε'ε - young adu't	
Δ'ε'δ'ε'ε - adult male	

Δ'ε'δ'ε'ε Δ'ε'δ'ε'ε
Conceptual Information for Teachers

The word 'caribou' is a Micmac word meaning 'shoveler', owing to the caribou's habit of shovelling moss and lichens with its antlers and hooves. There are three species of caribou in Canada; the Barren Ground Caribou, the Woodland Caribou, and the Peary Caribou, which is found on the islands of the Arctic Archipelago. The Woodland and Barren Ground Caribou are well known for their migrations, whereas the Peary Caribou does not migrate but must survive on the small islands of the far north.

The rutting season is during the latter part of September. Bucks prepare for this 'event' by developing 10 to 12 cm. of tallow on their necks and backs. This helps to give them the strength for the battles they must fight over the does. During the mating season, the males give off a bad odor and the meat is virtually inedible. When bucks fight for the does, they often lock antlers so badly that they cannot separate. In this case, both animals die of starvation.

The female is pregnant for 33 weeks. **Calves** are born in the spring. When the calves are born, the mother will often leave them, moving away for some distance. The new born calves evidently emit no odor and visually appear to be 'rocks'. This helps to protect them from other animals, with the exception of the raven. The mother caribou will keep her distance when the calf is first born. If she were to be near the calf, the calf would try to move and might therefore attract predators.

During the winter the caribou eat moss and lichens. In March, when ice often covers the moss and lichens, the caribou will eat withered and exposed grass. During the summers, the caribou eat herbs and grass.

During the Spring, caribou begin shedding their winter hairs. Hunters will often pull-out the guard hairs, using the short-haired new coat for caribou skin pants. Since caribou hairs are full of air, they are very buoyant in water. Traditionally, a family would often cross water by placing the family's effects in the caribou skin tent and tying it tightly. This 'raft' would then be used to cross waters, the tent poles serving as oars.

Δεδομένη η έλλειψη κινήτρων Motivation

Tell the children that you have two caribou pelts. One of the pelts is full of holes caused by the warble fly while the other pelt doesn't have one hole in it. Encourage the children to suggest why this difference would occur. Lead the children to understand that *one pelt is from an adult caribou while the other pelt is from a calf*. Warble flies do not lay eggs in the bodies of calves as the calves would surely die and if the calves died, then so would the warble flies.

Lead this into a discussion of the stages of caribou growth. Share information contained in the 'Conceptual Development' box of the cover page with the children.

Activity Activities

Before the lesson begins, find a calendar that is printed on one side (each page) or select two old calendars so that you can mount all of the months on the board (from September to August). Since the mating season is in the Fall, mount the calendar pages on the board, beginning with September. Review the information contained in the 'Conceptual Development' box, from the cover page - noting the times of year on the calendar pages. You should indicate the mating season, time of pregnancy, and so on.

Provide each child with a copy of Illustration 10. This Illustration 10 contains illustrations of the different stages of caribou development. Review the illustrations with the children, matching the illustrations with the calendar pages on the board (from the previous activity). Encourage the children to talk about the illustrations in Illustration 10.

If an actual caribou skin is available, show it to the children. Study the appearance of the caribou skin with the children, noting details such as the hairs, holes in the skin from the warble fly, size of the caribou, colours of the hairs, etc. Note with the children how easily the caribou hairs can be pulled from the skin. Then, encourage the children to imagine why other animals do not like to eat in the same area as caribou. The children should eventually suggest that because the caribou hairs come out so easily, other animals can be bothered by the hairs getting into their noses.

Use the illustrations of Illustration 10 to introduce the Inuktitut vocabulary words to the children. The children should hear the words a number of times during this phase of the lesson. Also, introduce the verbs for this Unit. Encourage the children to suggest other verbs that could be used in relation to the development of the caribou.

Provide each child with a sheet of construction paper and glue. Then, pull hairs from the caribou pelt. The children should use their caribou hairs to make illustrations of caribou. They can glue their hairs to their papers and then use felt pens to complete the illustrations. Display the completed illustrations in the classroom.

Δε-σ-ΔPNC Δ⁵C¹L¹ Materials

- one or two old calendars • masking tape • a copy of Illustration 10 for each child • an actual caribou skin (if available) • construction paper and glue for each child • a felt pen for each child •

Listening / Speaking - Oral Reproduction

Theme: Caribou Stages

Lesson 2

Review of Vocabulary

Mount the calendar pages (from Lesson 1) on the board. Give each child a copy of Illustration 10. Say one of the vocabulary words (nouns) and the children should identify the correct illustration. Then, call upon a child to identify the time of year represented by that stage of development of a caribou, using the calendar pages on the board. Repeat this process until all of the vocabulary terms have been reviewed.

Activity Activities

Have the children cut-out the illustrations in their copies of Illustration 10. When the children's illustrations have been cut-out, say one of the vocabulary words and the children should hold up the illustration for that word. Repeat this process until the children are able to respond well.

Mount a set of illustrations from a copy of Illustration 10 on the chalkboard. Group the children in front of the board. Provide each child with paper and pencil. Each child should write a number between one and ten on his sheet of paper. At the same time, write a number between one and ten on a sheet of paper that you have. Then, call out your number and point to one of the illustrations on the board. The child or children who wrote down the same number must identify the illustration that you point to. The children may write a new number after each round of the activity.

Make a masking tape line on the floor and have the children stand along the line with their toes on the line. Tell the children to listen for one of the verbs. When they hear that verb, they should jump over the line. When they hear 'other' verbs, they should remain still. Repeat this activity a number of times using the different verbs from this Unit.

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Listening / Speaking - Creative Expression

Activity Activities

Group the children in a circle, sitting on the floor. Darken the room and stand in the center of the circle with a flashlight. The children should place their hands on the floor, inside the circle. Say one of the vocabulary words from this Unit and then attempt to 'tag' a child's hand or hands with the light of the flashlight. The children should attempt to avoid being tagged with the light. They may pull their hands out of the circle when they think that they are going to be tagged. When a child is finally tagged, he must repeat the vocabulary word that you said at the beginning of the round. Then, he must use that vocabulary word in a complete sentence of his own. Repeat this activity until most of the children have had a chance to play.

Group the children in a circle, standing. Give each child one of the cut-out illustrations used earlier in this lesson. The children should pass the illustrations around the circle until you clap your hands. Then, call a child's name and that child should look at his illustration. He should then say the vocabulary word for that illustration in a complete sentence. Repeat until most of the children have responded.

Δε-σ-ΑΡΝ^c Δ⁵C^b L^c Materials

• calendar pages (Lesson 1) • masking tape • a copy of Illustration 10 for each child • a flashlight • a pair of scissors for each child •

Сight Recognition

Theme: Caribou Stages

Lesson 3

Introduction

Mount a set of illustrations on the board from a copy of Illustration 10. Before the lesson begins, prepare sight cards for the vocabulary words. Show one of the sight words and say its name. Give the card to a child and that child should match the card with the illustration on the board. Repeat until all words and illustrations have been matched.

Activity Activities

Provide each child with a copy of Illustration 11. The children should cut the sight words from the pages. When each child has cut his sight words out, say one of the sight words and the children should hold-up the correct sight words. Repeat this process until the children are able to respond well.

Give each child a blank flashcard. Each child should write his name on the card. Then, collect the name cards and place them in a container. Mix the cards well. Then, have each child reach into the container and remove one of the name cards. Say one of the sight words and a child's name. The child that you named should then look at the name card he has and he should then call that child's name. That child must then show the sight word for the vocabulary word that you said. For example, if you say a vocabulary word and then say, 'John,' John should look at his name card. If he has 'Mary', he should call, 'Mary.' Mary should then show you the sight word that you said. Repeat this process a number of times. You may wish to collect the names and re-distribute them occasionally during the activity.

Decoding / Encoding

Activity Activities

Provide each child with three or four blank flashcards. Each child should then prepare 'closure cards' using the sight words introduced above. To do this, a child should write a sight word on each card, leaving-out syllables, chunks, clumps, bases, and so on. For example, the word: **cup**

could be made into: 96

The children should leave blanks for each word part that they leave out. When the children's closure cards are ready, collect them and place them in a container. Mix the cards well. Then, have each child reach into the container and remove three or four cards. Say one of the vocabulary words and the child or children who have closure cards for that word should hold them up. Repeat until all sight words have been identified in this way.

Have the children complete their closure word cards (from the previous activity). Each child should add the missing parts to the words that he has. Circulate among the children as they do this, assisting them as necessary.

Δεδομένα: Δοθέντα υλικά

- a set of illustrations from Illustration 10 • masking tape • copy of Illustration 11 for each child • a blank flashcard for each child • 3/4 blank flashcards per child • a pencil per child •

Activity Activities

Group the children in pairs. Provide each pair with a handfull of cut-out sight words from Lesson 3. The children in each pair should then cut the sight words into their individual syllabics. When all of the words have been cut-up, the children in each pair should then attempt to reproduce as many 'other' Inuktitut words as possible, using the cut-out syllabics. Circulate among the children as they work on this activity, helping them as necessary. Later, have each pair of children read their words to the other children.

Write a syllabic on the board and then draw a line from the syllabic to the right hand side of the board. At the end of the line, write a syllabic or final. The children should look at this 'sentence bridge' and then each child should write an Inuktitut sentence that begins and ends with the syllabics shown. For example, the following might be a 'sentence bridge' that you would use:



When the children have completed their 'sentence bridge', have each child read his sentence to the other children. Note any difficulties that the children have in the writing of the sentences.

Provide each child with a copy of Illustration 12. This Illustration 12 contains an illustration of two caribou ready to charge one another during the mating season. The illustration contains a large text box for each caribou. The children should imagine what the caribou might be saying to themselves. Each child should write the caribou's thoughts in the text boxes. Circulate among the children as they work, helping them, as necessary. Afterwards, have each child read his 'thoughts' to the other children.

Δε-σ-ΔPNC Δ⁵C⁶ L^c Materials

- cut-out sight words from Lesson 3 • pairs of scissors • writing paper and pencil per child • a copy of Illustration 12 for each child •

Nouns

𐀀𐀃𐀆 - antlers
 𐀀𐀃𐀆𐀆 - bow
 𐀀𐀃𐀆𐀆 - arrow
 𐀀𐀃𐀆𐀆𐀆𐀆 - harpoon head for walrus
 𐀀𐀃𐀆𐀆𐀆𐀆 - harpoon head for whale
 𐀀𐀃𐀆𐀆𐀆 - fishspear
 𐀀𐀃𐀆𐀆 - shovel
 𐀀𐀃𐀆𐀆𐀆𐀆𐀆𐀆 - snowknife
 𐀀𐀃𐀆𐀆 - kakivak

Verbs

< 6 6 6 6 - to dig
 6 6 6 6 6 6 - to fight
 6 6 6 6 6 6 - to grow
 6 6 6 6 6 6 - to fall off
 6 6 6 6 6 6 - for the velvet to fall off

Conceptual Information for Teachers

Caribou **antlers** have long been prized by the Inuit for their hardness and usefulness. Bulls carry the largest antlers. Cows usually have antlers but they are smaller than the bulls' and are often not as well shaped. Antler appear on mature bulls in March and by August the antlers are almost fully developed, but are still in velvet. During mid-September the bulls rub the dead velvet from the now hardened antlers and carry them until shedding time in November or early December.

The bulls' cycle of antler growth and shedding occurs a few weeks earlier than that of the cows and young stock.

The uses of antler are quite varied. Traditionally, many Inuit used antler to make **bows and arrows**. Caribou sinew would be used to bind the portions of antler together and would also serve as the bow string. Snow goggles were also made from antler.

Harpoon heads for walrus and whales were also made of antler.



ΔΙΔΑΚΤΙΚΟ

Theme: Caribou Antlers - Uses

ΔΕΥΤΕΡΟ ΜΑΘΗΜΑ 1
Lesson 1

ΔΕΥΤΕΡΟ ΜΑΘΗΜΑ 1 Motivation

Before the lesson begins, cut a large caribou outline from Bristol board. Include as much detail as you can in the preparation of the cutout. When you have cut the caribou out of the Bristol board, cut the caribou into its many parts (antlers being one of the parts). Place the cutouts in a bag and tell the children that you have brought a picture of your favourite northern animal. As you talk, remove one of the parts from the bag and appear alarmed to notice that it is only a 'part' of the animal. Mount the part on the board. Continue in this way, leaving the antlers to last. Gradually the caribou should begin to take shape on the board. Finally, ask the children what else might be added to the caribou on the board. The children should suggest 'antlers'. Remove the antlers and attach them to the caribou on the board.

ΔΕΥΤΕΡΟ ΜΑΘΗΜΑ 1 Activities

Lead the above activity into a discussion of the uses of the different parts of the caribou. Encourage the children to suggest how the caribou and its parts are used today. List the answers that the children give on the board or sheet of language experience paper.

Direct the children's attention to the antlers of the caribou. If an actual set of antlers is available, introduce it to the children at this time. Otherwise, use the antlers represented on the chalkboard. Encourage the children to name the uses that they have seen for the caribou antlers. Use a calendar to note the stages in development of the caribou antlers. Mount the pages of the calendar on the board and note the months during which the antlers begin to grow, harden, and eventually fall off. Introduce the vocabulary words at this time. Be certain that all of the children understand the meaning of the new words.

Before the lesson begins, prepare a copy of Illustration 13 for each child. The children should look at the illustrations in the Illustration 13 and attempt to identify as many of the uses for the antlers as possible. Once again, repeat the Inuktitut vocabulary words as often as possible.

From looking at Illustration 13, the children should see that certain items required 'bending' the caribou antler. Dramatize how difficult this task would be (using the actual antler, if available). Then, encourage the children to suggest how the antlers may have been softened so that they could be bent into different shapes. Eventually the children should suggest that the antlers were soaked for a period of time and then bent into different shapes.

Have the children cut-out the illustrations in Illustration 13 in readiness for their use in Lesson 2. Collect all of the cut-out illustrations and place them in a container for use in Lesson 2.

ΔΕΥΤΕΡΟ ΜΑΘΗΜΑ 1 Materials

• Bristol board/pencil/scissors • masking tape • an actual set of antlers (if available) • a bag • a copy of Illustration 13 per child • scissors for each child •

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Listening / Speaking - Oral Reproduction

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Theme: Caribou Antlers - Uses

ᐃᓴᓴᓂᓴᓴ 2
Lesson 2

ᐃᓴᓴᓂᓴᓴ ᐃᓴᓴᓂᓴᓴ ᐃᓴᓴᓂᓴᓴ Review of Vocabulary

Mount a set of illustrations from Illustration 13 on the board. Group the children in front of the board. Stand behind the children with a flashlight. Shine the light of the flashlight on one of the illustrations. Name the illustration. Repeat this process with the other illustrations. Be certain that the children understand the meanings of the vocabulary words.

ᐃᓴᓴᓂᓴᓴ Activities

Place the cut-out illustrations from Illustration 13 (from Lesson 1) at one end of the room. Group the children in two teams at the other end of the room. Run a length of masking tape from the first player in each team to the illustrations. You may wish to make loops and turns in the masking tape. When the lines are ready, say one of the vocabulary words and the first player in each team must walk along his team's line as quickly as he can to the illustrations. The first player to correctly identify the illustration for the words that you said, wins the round. Repeat this process until all of the players have participated.

Make two masking tape circles on the floor, about three feet apart. Divide the children into two teams. Have the first player from each team stand in one of the circles. Give the players a skipping rope. Each player should attempt to pull the other player (caribou) out of his circle. The child who is 'pulled-out' must then identify an illustration that you show him. Repeat until all players have played.

Give two flashlights to individual children. Say one of the verbs from this Unit and the two children with the flashlights should shine the lights of the flashlights on the illustration that could go with the verb that you said (there may be more than one correct answer). The children should hear the verbs a number of times during this activity. Repeat until most of the children have had a chance to participate.

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Listening / Speaking - Creative Expression

ᐃᓴᓴᓂᓴᓴ Activities

Group the children in a circle. Have four or five children stand in the center of the circle. Give a child in the outer circle a large soft ball. The children in the center of the circle represent 'caribou'. Say one of the vocabulary words from this Unit and the children in the outer circle should then roll the ball back and forth across the center of the circle, attempting to strike the feet of the children in the middle. When a child (caribou) in the center is touched by the ball, he must repeat the vocabulary word that you said at the beginning of the round and then use the vocabulary word in a complete Inuktitut sentence. The children should then join the other children in the outer circle. Repeat this activity until all children have had the chance to be a 'caribou'.

Stand the set of caribou antlers on the floor at one end of the room. Group the children in teams at the other end of the room. Give the players 'rings' made of pipecleaners. The players should attempt to toss their 'rings' so that they land on a point of the antlers. The first player to do this and then to use one of the vocabulary words from this Unit in a complete sentence, wins the round. Repeat until all players have played.

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- cutouts of Illustration 13 (from Lesson 1) • masking tape • a skipping rope • 2 flashlights • large soft ball
- a set of caribou antlers (if available) •

ᑕᑭᑦᑭᑦᑭᑦᑭᑦ Sight Recognition

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Theme: Caribou Antlers - Uses

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ 3

Lesson 3

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ Introduction

Before the lesson begins, prepare a long caribou tail that contains the sight words:



Place the tail behind the cut-out caribou (Lesson 1). Group the children together. As you talk about the caribou, pull the tail out so that one word shows...identify the word. Continue in this way until all of the words have been shown to the children.

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ Activities

Cut each of the words from the caribou tail (from the activity above). Group the children in a circle. Give all of the sight words to the children. Have two children stand in the center of the circle. Give the two children in the circle each a flashlight. When you say, "Go," the children should pass the sight words around the circle as quickly as they can. When you stomp your foot the children should stop passing the words. Then, the two children in the circle should use the lights of their flashlights to find a sight word that you say. The child who is last to find the word should join the circle and the child who was holding the sight card should take the flashlight and enter the circle for the next round of the game. Repeat a number of times.

Before the lesson begins, write the sight words on tiny strips of paper. Insert the words into balloons. Blow up the balloons and tie them. Place the balloons on the floor in the center of the classroom. Group the children around the balloons. The balloons represent the larva of the warble fly. Call upon a child to enter the circle and to burst a balloon by sitting on it. When the child has burst a balloon, he should retrieve the paper strip from the inside of the balloon and read the sight word to the other children. Repeat until all of the sight words have been identified in this way.

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Decoding / Encoding

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ Activities

Have the children stand in a circle. Walk around the outside of the circle. Eventually stop behind one of the children and use the index finger of your writing hand to make the first syllabic from one of the sight words. The child should 'feel' the syllabic and then identify a sight word that begins with that syllabic. You may wish to place a set of sight words on the floor in the center of the circle. In this case, 'write' the syllabic on the backs of two children. When you say, "Go," the two children should enter the circle and attempt to identify the sight words that begins with the syllabic that you made on their backs. The child who correctly identifies the sight word wins the round. Repeat until all children have played. Have the children name the sight words after each round of the activity.

Mount a set of sight cards on the board. Then, write a 'scrambled' sight word, such as: >ᐃᑭᑦᑭᑦᑭᑦᑭᑦ

The children should attempt to identify the word represented by the scrambled syllables. The first child to do this successfully wins the round. Repeat until all sight words have been identified in this way.

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ ᐃᑭᑦᑭᑦᑭᑦᑭᑦ Materials

- Bristolboard • felt pen • scissors • masking tape • scissors • 2 flashlights • balloons • tiny strips of paper •

Activities

Provide a group of children with WATER-BASED felt pens. The children in this group can then use their felt pens to write as many words about the caribou as they can... directly on the set of caribou antlers. Display the 'etched' antlers in the classroom. Later, the words can be washed-off.

Provide each child with a copy of Illustration 14. This Illustration 14 contains a large bull caribou running at a very fast speed. The illustration also includes a large empty text box. The children should imagine what the caribou is thinking as it runs. Each child should write the caribou's thoughts in the empty text box. Circulate among the children as they work helping them as necessary. Afterwards, have each child read his caribou 'thoughts' to the other children.

Provide each child with one of the cut-out illustrations (from Lesson 1). Each child should mount his illustration at the top of a sheet of writing paper. Then, each child should write as much as he can about the illustration. Help the children with their writings, as necessary. Display the completed writings in the class or hallway. Encourage the children to use their best writing for this and all other writing activities.

Tell the children that two hunters are hunting for caribou. Suddenly they see some caribou and one of the hunters prepares to shoot. However, his gun jams. Then, write the following sequence of numbers on the board:

- 1.
- 2.
- 1.
- 2.

The No.1 is the first hunter and the No.2 is the second hunter. Encourage the children to imagine what the hunters might say to one another. Write the best sentences that the children provide, beside the numbers on the board. The dialogue can be longer than four sentences if your children provide more sentences. When the dialogue is complete, read it with all of the children. Then, divide the class into two groups. One group should be No.1 and the other group No.2. Practice the dialogue in group form. Afterwards, read the entire dialogue with the children once again. Then, wipe-out the last sentence and read the dialogue again (including the missing sentence). Continue in this way, erasing sentences, until the children are reading the dialogue from a blank board.

Materials

- water-based felt pens • a set of caribou antlers • a copy of Illustration 14 per child • cut-out illustrations (from Lesson 1) • writing paper and pencil for each child •

١٠٠ Verbs

056 - old bull

LL' دσ - to shed seasonally

Δε-σΔPL'εη'5" Motivation

Group the children together, facing you. Invert a styrofoam cup and place a pipecleaner through the bottom of the cup until only the tip of the pipecleaner can be seen. Then, tell the children to watch what you do. Push the pipecleaner upwards (from inside the cup)...the children should see the pipecleaner coming from the bottom of the cup. Encourage the children to imagine what this demonstration represents. Lead the children to understand that the Canadian Inuit used this technique to tell when a seal was in the hole. Only the Canadian Inuit used this technique. Lead the children to understand that in the Canadian north, where the snow drifts can be very deep, it was often difficult to hear a seal coming-up for air (especially if it was windy) and therefore the marker assisted the hunter as he waited patiently for the seal to surface.

Academic Activities

Mount a large map of Canada on the board. Direct the children's attention to the sea off the north coast of Newfoundland. The children should understand that this is the area in which the harp seal breeds. Further out to sea (indicate this on the map) the hooded seal breeds on the sea ice. Provide each child with a copy of Illustration 15. This illustration shows the migration routes of the harp and hooded seals. Encourage the children to imagine why the seals migrate. The children should understand that the seals migrate in search of food. As the colder weather of winter approaches, the seals seek the warmer waters off the Newfoundland coast. However, the ring and bearded seals do not migrate.

Mount pages of a calendar on the board. Use the pages of the calendar to indicate the sequence of growth of a seal. Use the information contained in the 'Conceptual Development' section of the cover page, for this Unit, for this information.

Provide each child with a copy of Illustration 16. This Illustration 16 contains illustrations of the stages in the growth of a seal. Encourage the children to talk about the illustrations. Introduce the Inuktitut vocabulary words to the children as they study the illustrations in Illustration 16. Be certain that the children understand the meaning of the vocabulary words as they hear them.

Draw two simple illustrations on the board. One illustration should represent hunters hunting seal in the Spring and Summer. The other illustration should represent hunters hunting in the Fall and Winter. Tell the children that the Spring and Summer hunters lost their seal because it sank. However, the Fall Winter hunters were able to get their seal because it floated for quite awhile. Encourage the children to imagine why the Spring and Summer seals sink while the Fall and Winter seals float. The children should realize that in the Spring and Summer the seals do not have as much blubber as in the Fall and Winter. Also, in the Spring and Summer there is much more fresh water in the oceans from melting snow and ice. Fresh water is not as good for keeping things floating as is salt water. Show an experiment of oil floating on water.

Δε-σ-ΑΡΝΟ ΔΕΥΤΕΡΙΑ Materials

- a styrofoam cup • a pipecleaner • a large map of Canada • an old calendar • masking tape • a copy of Illustration 15 and 16 for each child •

Theme: Seals - Stages

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Review of Vocabulary

Provide each child with a copy of Illustration 16. Review the illustrations with the children. Say the Inuktitut vocabulary words as often as possible as the children look at the illustrations. Be certain that the children understand the meanings of the terms. The children should hear the vocabulary words a number of times during this review process.

Activity Activities

Provide each child with a copy of Illustration 17. Each child should also have a copy of Illustration 16 and 17. Say one of the verbs (represented by the illustrations in Illustration 17) and the children should identify the correct illustration. Repeat this process until all of the verbs have been introduced. Then, have the children cut out the illustrations from the two illustrations. When all of the illustrations have been cut out, say one of the verbs and an appropriate noun (for that verb), e.g.: **أَفْطَحَ** and **أَلْبَسَ**

The children should then find the two illustrations that go with the verb and noun that you said. Repeat this activity until the children are able to identify the noun and verb illustrations well.

Group the children in a circle. Walk around the outside of the circle, taping verb and noun illustrations to the children's backs (don't let the children see the illustrations). When you say, "Go," the children should then group themselves according to the nouns and verbs on their backs; nouns in one group and verbs in the other. When the children have grouped themselves correctly, have each child identify the noun or verb on his back. Since the children did not know which illustrations you put on their backs, they will have had to rely on their friends to identify their illustrations for them during this classifying activity. This activity can be done more than once with the children.

Listening / Speaking - Creative Expression

Activity Activities

Group the children in a circle (standing). Sit in the center of the circle with a large balloon. Inflate the balloon and hold its end closed. Say one of the vocabulary words and release the balloon. The balloon should move quickly around the circle. When it stops, the child nearest to the balloon should repeat the vocabulary word that you said and then he should use the word in a complete sentence. Repeat this process until many of the children have used the vocabulary words in sentences of their own.

Group the children in a circle. Stand in the center of the circle with a ruler. Hold the ruler (a 91cm. ruler) vertically on the floor. Give a set of noun/verb illustrations to the children. Say one of the vocabulary words and release the ruler. The child holding the illustration for the word that you said should catch the ruler before it hits the floor. Then, that child should repeat the vocabulary word and then use it in a complete Inuktitut sentence. Repeat this activity a number of times. The children can exchange illustrations or pass them around periodically during the activity.

Acetylenic Diene Materials

- a copy of Illustration 16 and 17 for each child
- scissors for each child
- masking tape
- a large balloon
- a 91cm ruler

Sight Recognition

Theme: Seals - Stages

Lesson 3

Introduction

Before the lessons begins cut a large seal from Bristol board. Mount the large seal on the board and group the children near it. Write the sight words for this Unit on the large seal. After writing each word, point to it, saying it to the children. Continue until all of the sight words have been introduced in this way.

Activity Activities

Before the lesson begins, prepare a set of sight cards (the words on the cards should match those on the 'seal' above). Divide the children into two teams. Have the two teams stand at one end of the room. Lay the sight cards on the floor at the other end of the room. Give the first player in each team a round inflated balloon. When you say, 'Go,' the players should blow or fan their balloons to the sight words. The first player to land his balloon on a sight word and then to identify it wins the round. Repeat this process until all of the players have played.

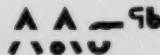
Place the cut-out illustrations (from Lesson 2) on the floor at one end of the room. Group the children in two teams at the other end of the room. Give the first player in each team a sight word card. When you say, 'Go,' the players should rush to the cut-out illustrations and match their sight words with the correct illustrations. The first player to do this correctly wins the round. Repeat this game until all of the players have had a chance to play.

Decoding / Encoding

Assembly Activities

Cut each of the sight words (from above) in half, HORIZONTALLY.

For example:



When all of the words have been cut in half, mix the halves together and place them on the floor. Group the children around the cut-up words. Say one of the words and a child's name. That child should enter the circle and find the two halves necessary to make the word that you said. Time the child as he does this. The winner or winners of the game are those children with the fastest times. Continue until all of the words have been made in this way. You may wish to re-shuffle the words when they have been completed, to continue the game with other players.

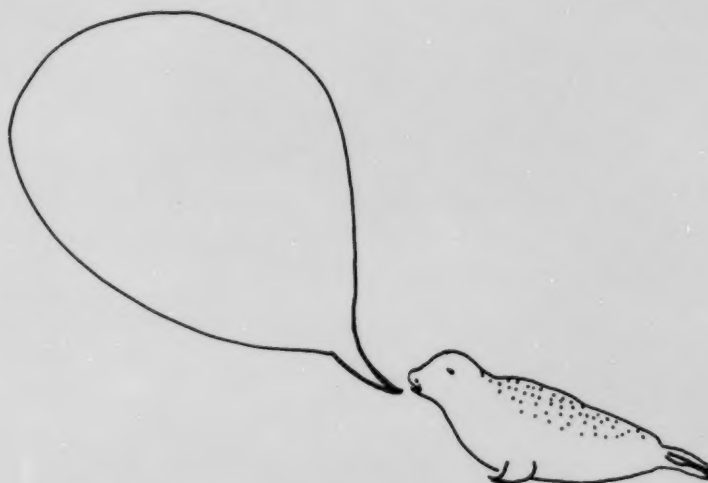
Spell one of the sight words **BACKWARDS** to the children. The children should listen carefully as you spell the word. Then, call upon a child to name the word that you spelled. Repeat this process using other sight words.

Δε-σ-ΑΡΟC ΔΕC'Y C Materials

• Bristol board • masking tape • felt pen • scissors • 2 round & inflated balloons • cut-out illustrations (from Lesson 2) •

Assessment Activities

Provide each child with a sheet of white construction paper. Each child should then make an illustration related to seals or to seal hunting. The children should leave enough room in their illustrations to allow for large text boxes. They should leave the text boxes empty, e.g.:



When each child has completed his illustration, he should then fill-in the text box with the 'thoughts' of the character in his picture. Circulate among the children as they do this, helping them as necessary. Afterwards, have each child read his 'thoughts' to the other children. Display the completed illustrations in the classroom or hallway.

Provide each child with a sight word. Each child should then write a sentence that contains his sight word. Help the children with this, as necessary. When all of the children have completed their sentences, have a child read his sentence to the other children, purposely omitting the sight word. The remaining children should attempt to identify the sight word for the sentence. Repeat this process until all of the children have had a chance to participate.

Cut the set of sight cards (from lesson 3) into their individual syllables. Group the children in a circle. Place all of the cut-out syllabics in a container. Each child should reach into the container and remove one syllabic. When each child has a syllabic, call upon each child to say an Inuktitut word that contains his syllable. The children should use words other than those that were introduced and developed in this Unit. Continue in this way until each of the children has had a chance to respond.

Δε-σ-ΔPN^c Δ^{5b}C^b L^c Materials

- set of sight cards (from Lesson 3) • scissors • a sheet of white construction paper for each child • illustrating materials for each child • a sight card for each child •

٢٠٠٠ Verbs

Δ< ' b ' ɔ ' ɔ - baby caribou

31 37

Δε-σΔPL'εη'ι' Motivation

Mount Illustration 18 on the board and group the children near it. Encourage the children to comment on the contents of the illustration. The children should suggest that someone is 'moving' incorrectly as the dancers appear to be torturing one another. Lead this into the different movements that we use in dancing and in other activities. List the 'actions' that the children suggest, on the chalkboard. Then, encourage the children to suggest actions that people cannot do. List these actions on the board also. Lead this into a discussion of the actions performed by the different animals in the Arctic.

Activity Activities

Provide each child with a copy of Illustration 19. This illustration contains the tracks of the animals being introduced and used in this Unit. Encourage the children to identify the tracks. Discuss the actions for the different animals.

Provide each child with a copy of Illustration 20. This illustration contains illustrations of the different actions to be introduced in this Unit. Use the illustrations to introduce the Inuktitut vocabulary words to the children. The children should hear the vocabulary words a number of times during this process.

Search through your school to attempt to locate pictures, slides, filmstrips, films, etc. that might be used for this lesson - to show the different actions of the animals to the children. Encourage discussion of each animal as you use the different forms of media.

Lay a length of mural paper on the floor and group the children around it. Place copies of Illustration 19 on the floor also. Provide each child with a pair of scissors. Group the children around the mural paper. The children should then cut-out the tracks and they should glue them to the mural paper. Then, each child should illustrate the animals for the tracks...showing the different actions of the animals. Circulate among the children as they work, encouraging them to use the names of the animals and their actions. When the mural is complete, display it in the classroom or hallway.

Δε-σ-ΑΡΝC ΔεC b L C Materials

- Illustration 18 • a copy of Illustration 19 for each child • a copy of Illustration 20 for each child • available media in your school • mural paper • a scissors for each child • illustrating supplies for each child • glue •

Theme: Animal Actions

Lesson 2

Group the children in front of the mural that was prepared in lesson 1. Use illustrations in the mural to review the vocabulary words that were introduced in Lesson 1. Point to each animal in the mural, saying its name and the action that it is performing.

Practice the different animal actions with the children. When the children are familiar with dramatizing the actions of the animals, say one of the action words and the children should then perform the correct action. Later, say the name of an animal from this Unit and the children should perform the action of that animal (the action that has been introduced in this Unit.)

Provide each child with a copy of Illustration 20. The children should then cut-out the illustrations from Illustration 20. When all of the children have cut-out the illustrations, say one of the vocabulary words and the children should hold-up the correct pictures. Repeat this process until the children are responding well.

Group the children in a circle (standing). Place the cut-out illustrations (from above) on the floor in the center of the circle. Touch two children's shoulders and say one of the action words. The two children should run in OPPOSITE directions around the outside of the circle, eventually re-entering the circle where they left it. The first player to correctly identify the illustration for the word you said, wins the round. Repeat this process until all of the children have participated.

Mount copies of the cut-out illustrations (from above) on the board and on the walls around the room. Group the children in the center of the room. Darken the room. Shine the light of a flashlight on one of the illustrations and the children should identify it. Later, have children use the flashlight for this process. By this time the children should be saying the vocabulary words well. Be sure that the children all speak at the same time.

Listening / Speaking - Creative Expression

Divide the children into two teams. Give each child a playing card from a deck of cards. Then, call the name of a player in each team. Those two players should stand forward. Say one of the vocabulary words from this Unit. The two players should then show their cards. The player who has the highest card (Aces are high in this game) should then repeat the vocabulary word that you said and then use it in a complete Inuktitut sentence. Repeat this process until all players have played.

Group the children in a circle. Sit in the center of the circle with a flashlight. The flashlight should be the straight type that can be used as a spinner. Darken the room. Say one of the vocabulary words and spin the flashlight. When the flashlight stops spinning, the child at whom it is pointing should repeat the word that you said and then use that word in a complete Inuktitut sentence. Repeat this activity until many of the children have responded.

- mural (from Lesson 1) • a copy of Illustration 20 for each child • scissors for each child • masking tape
- a flashlight • a deck of playing cards •

ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ Sight Recognition

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Theme: Animal Actions

ᐱᐱᐱᐱᐱᐱ 3
Lesson 3

ᐱᐱᐱᐱᐱᐱ Introduction

Before the lesson begins, collect a sample illustration for each of the actions from the cut-outs (lesson 2). Mount these on the board and group the children in front of the board. Have a set of sight cards prepared ahead of time. Show a sight card and say its name. Give it to a child and he should match it with its illustration on the board. Repeat until all sight words have been introduced in this way.

ᐱᐱᐱᐱᐱᐱ Activities

Divide the children into two groups. Have the children in each group stand close together. Run a masking tape line around each group, on the floor. In this activity the children are not allowed to move out of the masking tape circles. Toss an inflated balloon into the air above each of the groups. The children in each group must attempt to keep their balloon in the air. The children in the first group to lose the balloon must identify a sight word that you show them. Be certain that the groups are about the same size and that the children are standing very close to one another for this activity.

Develop a simple 'obstacle course' in the classroom. This can be done with boxes, desks, chairs, masking tape, and so on. Place the sight words at the end of the obstacle course. Demonstrate the actions necessary to complete the course. Then, have a child stand at the beginning of the course. Say one of the sight words and the child should move through the course as quickly as he can. Time the child as he moves through the course. When the child reaches the end of the course, he should identify the word that you said. Repeat the activity with other children. The child or children with the fastest times win the game.

ᐱᐱᐱᐱᐱᐱ / ᐱᐱᐱᐱᐱᐱ Decoding / Encoding

ᐱᐱᐱᐱᐱᐱ Activities

Provide each child with a copy of Illustration 21. This illustration contains the sight words for this Unit. Each child should cut-out the sight words and then he should cut each sight word in half. When the children have cut their words in half, they should place them face-down on their desks and mix them up. Each child should then pick-up one of the word halves. Call a child's name. That child should show his word half to the other children. Any child or children who have the other half (to complete the word) should place their halves on the floor. Continue in this way until a child is left with no word halves on his desk.

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Activity Activities

Provide each child with a sight word card. Prepare extra copies of the sight words before the lesson begins so that each child will have one. Then, each child should write two sentences using his sight word; one sentence should be in the past tense and the other sentence should be in the future tense. Circulate among the children as they work, helping them with this process, as necessary.

Draw the following punctuation marks on the board:

! . ?

Then, hold one of the sight words from this Unit beside one of the punctuation marks. Call a child's name and that child should say a sentence that uses the sight word. The sentence that the child says should match the punctuation mark beside the sight word. For example:

CC-0b>0b!

എന്തുകൊണ്ട്?

Provide each child with a copy of Illustration 22. This illustration contains an illustration of a caribou rearing in alarm. The illustration also contains a large empty text box. The children should imagine what the caribou is thinking as it rears. Each child should then write the thoughts in the empty text box. Circulate among the children as they work, helping them as necessary. Later, have each child read his 'thoughts' to the other children. Display the completed illustrations in the classroom or hallway.

Provide each child with one of the cut-out illustrations from Lesson 2. Each child should mount his illustration in the center of a sheet of writing paper. Then, each child should write as many words or sentences as he can about the illustration. Once again, assist the children as necessary with this activity. Note any difficulties that the children have with writing the Inuktitut words or sentences.

Δε-σ-ΑΡΝ^c Δ⁵Β^bΛ^c Materials

- a sight card for each child
- a copy of Illustration 22 for each child
- cut-out illustrations (from Lesson 2)
- glue for each child
- writing paper and pencil for each child

Nouns

▷ ◁ Δ ∇ ∠ ∠ - intestine window
(bearded seal)

ᑕᑭᑦᑭᑦ - skin window (walrus penis skin)

Δ^cC^{9b} - sealskin tent

ᑭᓱᑦ - qayaq

►Γ◄% - umiaq

Δ< - ivalu

٤٠٩٥ - rope

۴ Verbs

ርገበኢያ - to stretch

‘ਚੋਲ’ ਚੋਲ - to chop

မှီလှိုင်း -to cut (with a knife)

فَصَلِّ - to sew

சுட்டி'நுடத - to scrape

Conceptual Information for Teachers

Traditionally, the Inuit had to use their environment and animal resources to obtain materials for everyday life. Even the smallest part of an animal was often used in a very important way. This Unit will introduce only a few of the ways in which animal parts were used.

For example, the use of **intestines** or **penis skins** were used for windows in the sod huts. The window of a sod hut always faced the ocean. While the window did allow light into the hut, it was difficult to see through clearly.

Whale bones were used in a variety of different ways. For example, the larger bones and vertebrae (from the backbone) were used to build the sod houses. A number of different tools were made from whalebone.

Sealskins were used in different ways also. All types of sealskin were used for making clothing items. The bearded and harp seals were prized for the soles of the boots, while the ringed seal was used for pants and other clothing items. The dried bones of the ringed seal were often collected for various games.

Caribou skins (as well as sealskins) were used by many Inuit to make tents. Those Inuit who lived in sod houses did not usually use tents, other than for hunting trips.

The sinew of the caribou was used for sewing. Also, bearded sealskins would be cut around and around to make rawhide. The rawhide would be used as ropes or whips.

Of course, all of the major Arctic animals served as a source of food. There were a variety of different ways of preparing the food...many recipes were regional in nature and not used by all Inuit.

Theme: Uses of Animal Parts

Lesson 1

Δεδομένη η έλλειψη κινήτρων Motivation

Before the lesson begins, collect a medium sized rock and place it in a container. Tell the children that you have brought something important to show them. Eventually show the rock to the children. Encourage the children to suggest ways in which the rock could be used. The children should suggest tent weights, for carving, for caches, and so on. Refer to Unit 3 for details of the uses of rocks. Lead the children to an awareness that to survive, people must often look around them to determine how to survive. Relate this to the traditional life of the Inuit. In traditional times, there were no stores and people had to get EVERYTHING from their environment.

Academic Activities

Mount lengths of language experience chart paper on the board. Then, encourage the children to suggest what types of things people would have to have had for daily living 'in the old days'. When the list is completed, encourage the children to imagine where the different items were found or from what they were made.

Remove the language experience pages from the board and write the names of the different Arctic animals across the top of the board:

a^n	b^m	$\Delta \Delta A^n$	$D^L L^b$	$D b c^n$	$f p_{\infty} l^n$	$\dot{z} \dot{l} r^b$

Then, introduce the new Inuktitut vocabulary words to the children, writing the items in their correct locations in the chart on the board. Of course, some items may have more than one place. For example, 'tents' were made from both seal and caribou skins—depending upon which was the most readily available. The children should hear the vocabulary words a number of times during this introduction. Afterwards, erase the contents of the chart (leaving only the headings).

Encourage the children to imagine why some Inuit in the Northwest Territories never used seals to make their daily items. The children should understand that some Inuit, such as the inland Inuit in the Baker Lake area survived almost entirely on caribou since no seals were to be found in that area. Once again, the children should know that what one uses to survive depends upon what is readily available.

Have the children copy-down the chart from the board (illustrated above). Then, provide each child with a copy of Illustration 23. The children should cut-out the illustrations of the uses of the animal parts and glue them in their correct locations in the chart; based on the animal from which the part was derived.

Δε-σ-ΔΡΠC ΔD⁵C¹ L¹ Materials

- a medium sized rock • a container • language experience paper • a copy of Illustration 23 for each child
- scissors for each child • paper and pencil for each child •

Theme: Uses of Animal Parts

Δ5-σ-Δ^{5b}C^{5b} 2

[illegible]

Give the children their 'charts' that they prepared in Lesson 1. Say one of the vocabulary words and call upon a child to identify the animal from which the part was made. Continue in this way until all of the vocabulary words have been reviewed.

Assessment Activities

Have the children look at their 'charts' (from Lesson 1). Say the name of an animal and a child's name. That child should then name one of the items made from that animal. Repeat this process until all of the children have had a chance to identify one of the uses of an animal part.

Introduce the verbs for this Unit to the children by saying one of the verbs and a child's name. That child should then identify an illustration in his 'chart' for the verb that you said. Repeat this process until all of the verbs have been identified and introduced in this way.

Place a sheet on the floor. Place a large marble or a small ball in the center of the sheet. Group the children around the sheet (depending upon the number of children in your class, some children may have to watch during each round of the activity). Say a sentence that includes one (or more) of the vocabulary words. Then, the children should hold the edges of the sheet and attempt to roll the marble/ball to one another. The marble/ball may not be tossed into the air. The child who finally receives the marble/ball must then repeat the sentence that you said at the beginning of the round. Repeat this activity until many of the children have responded.

ᐃᓚᐱᓂᐱ / ᐃᓂᐱᓂᐱ - ᐃᓚᐱᓂᐱ ᐃᓂᐱᓂᐱ
Listening / Speaking - Creative Expression

Activity Activities

Have the children stand in a scattered formation. Say one of the vocabulary words and then call a number between 2 and 5. The children should immediately form themselves into groups according to the number that you said (depending upon the number of children in the class, some children may have to watch during each round of the activity). Then, the children in each group should create an Inuktitut sentence using the word that you said at the beginning of the round. Give the groups 2 or 3 minutes to develop a sentence. Then, have a 'speaker' in each group say his group's sentence. Repeat this activity a number of times.

Divide the children into two teams. Have the first player from each team sit on either sides of a table. Place a ping-pong ball in the center of the table. Say one of the vocabulary words from this Unit. The players should then attempt to blow the balloon to one another. The child who receives the balloon should use the word you said in a complete sentence. Repeat until all players have played.

AC-4200C 4500C Materials

children's charts (Lesson 1) • a sheet • a marble or small ball • a ping-pong ball • a table • 2 chairs •

Sight Recognition

Theme: Uses of Animal Parts

Lesson 3

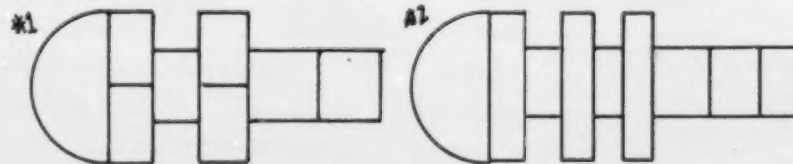
Introduction

Before the lesson begins, prepare sight cards for the words from this Unit. Place the cards in your pockets, purse, etc. As you talk to the children, dramatize discovering a card in your pocket. Say the word on it and mount it on the board. Continue in this way until all of the sight words have been introduced.

Activities

Group the children in front of the sight words that are on the board from the previous activity. Give two flashlights to the children. Say one of the sight words and the two children must find the word that you said by shining the lights of their flashlights on the word. The first child to do this successfully wins the round. Continue until all of the children have had a chance to play. Darken the room for more effect.

Make a large hopscotch outline on the floor with masking tape:



Place a sight word in each space. Then, have two children stand at the beginning of the outline. Say one of the sight words and the children should hop to the correct space. When a child makes a mistake, he is 'out' and another children should enter the game. Repeat this activity until all children have participated.

Decoding / Encoding

Academic Activities

Before the lesson begins, prepare 'closure' cards, using the sight words from this lesson, e.g.:

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Show the closure cards to the children. Call upon individual children to identify the words. Repeat until all of the closure cards have been identified.

Provide each child with a sight card (prepare extra sight cards if necessary). Then, say a 'chunk' from one of the sight words and the child or children who have that word should hold their words up. Repeat this process a number of times. Have the children exchange cards periodically during the game.

AC-8420C DCBLC Materials

- sight word cards • 2 flashlights • masking tape • 'closure cards' • a sight word card for each child •

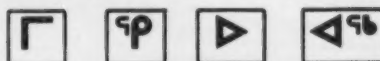
Activities

Write the following line on the chalkboard:

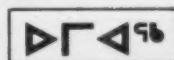
...

The children should imagine this to be the first line of a poem. Each child should then add one (or more) lines to the poem. The children may use 'blank verse'; i.e., the lines do not have to rhyme. Circulate among the children as they work helping them as necessary. Afterwards, have the children read their poems to the other children (if they don't mind reading them orally).

Cut the sight words (from Lesson 3) into their individual syllabics. Place all of the syllabics in a container and mix them together. Then, each child should remove four or five of the cut-out syllabics. When each child has his syllabics, provide the children with writing paper and pencils. Then each child must write a word that contains one or more of the syllabics that he has. For example, if a child has the following syllabics:

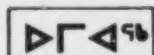


He may write the word:



Afterwards, have each child read his word to the other children.

Provide each child with writing paper and pencil. Also, give each child a sight word from this Unit. Each child should then write his sight word in the singular form, in the dual form, and in the plural form. For example, if the child has the word:



He may write the words:



Have the children read their words to one another when they are all finished.

Materials

- sight word cards (from Lesson 3)
- writing paper for each child
- scissors
- a container (e.g. a bag)

١ ٢ ٣ ٤ ٥ Verbs

<ᐅᐅᐅ - to paddle
 ᐅᐅᐅᐅᐅ - to 'drive a team'
 ᐅᐅᐅᐅ - to fly
 ᐅᐅᐅᐅᐅᐅᐅ - to sail
 ᐅᐅᐅᐅᐅᐅᐅ - to go by boat

Occasionally (during the summer) a caribou tent would be laid on the ground and the family's effects placed in it. Then the tent would be tightly tied together. The tent could then be floated on the water, with a person sitting on it, using the tent poles as 'paddles'.

Theme: Methods of Travel

Lesson 1

Δεδομένη η έλλειψη της έννοιας της **Motivation**

Before the lesson begins, place Illustration 28 in an envelope. Group the children together and tell them that a picture of your 'new vehicle' has arrived. Then, show the children the illustration- which contains an illustration of a buggy from 1895. The children should indicate to you that it may not be the best form of transportation for your area. Encourage the children to imagine what other forms of transportation could be used. The children should mention cars, trucks, dune-buggies, ski-do's, etc.

With this experience the children should realize that in many parts of the world transportation has changed over the years. Lead this into a discussion of how transportation has changed in the Canadian north.

Activity Activities

Share information contained in the 'Conceptual Development' box of the cover page, for this Unit, with the children. The children should understand that the Inuit came across northern Canada in three 'waves' - the Dorsets, the Early Thules and the Modern Thules (today's Inuit). Relate these 'waves' to the forms of transportation which were used.

Provide each child with a copy of Illustration 27. This illustration contains the different dog hitches used in the Canadian north. Encourage the children to discuss the similarities and differences of the different hitches. The children should understand that in areas where there are trees, the 'fan' hitch would not be practical.

Show the children a copy of Illustration 24 which shows the different styles of qayaqs used from Alaska to Greenland. Once again, encourage the children to compare and contrast the appearances of the different qayaqs.

Provide each child with a copy of Illustration 29. This illustration contains illustrations of the Alaskan, Canadian, and Greenlandic sleds. The children should compare and contrast the appearances of the different sleds.

The children should begin to realize that while most Inuit, from Siberia to Greenland, used the same forms of transportation, some of the styles varied. The children should understand that this was often because of the area in which people lived.

Mount a length of language experience chart paper on the board and encourage the children to name the forms of transportation used today. Write the forms down that the children suggest.

Lay a length of mural paper on the floor and group the children around it. Provide the children with felt pens and copies of Illustration 27 and 29. The children should then create illustrations on the mural paper, using the illustrations from Illustrations 27 and 29 as models. Circulate among the children as they work, repeating the vocabulary words for this Unit as often as possible. Display the completed mural in the classroom or hallway.

Δεδομένα: Δοθέντα: Materials

- Illustration 28 • an envelope • illustration 24 • a copy of Illustrations 27 & 29 for each child • language experience paper/felt pen • a felt pen for each child • mural paper • masking tape •

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Listening / Speaking - Oral Reproduction

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Theme: Methods of Travel

ᐃᓐᐃᓐᓐ 2
Lesson 2

ᐃᖃᓐᓐ ᐃᓐᐃᓐᓐᓐᓐᓐᓐᓐᓐ Review of Vocabulary

Provide each child with a copy of Illustration 30. This illustration contains both the traditional and contemporary forms of transportation used in the north. Use Illustration 30 and its illustrations to review the Inuktitut vocabulary words that were introduced in Lesson 1. The children should hear the vocabulary words a number of times during this review process.

ᐃᓐᐃᓐᓐ Activities

Provide each child with a pair of scissors. Then, each child should cut-out the illustrations from Illustration 30. When the children have their illustration cut-out, say one of the vocabulary words and the children should hold-up the correct illustration. Repeat this process until all of the children are able to respond well.

Have the children turn-over their cut-out illustrations (from the previous activity). Then, each child should select ONE illustration and hold it in his hands. Say one of the vocabulary words and those children who have that illustration should show them to you. Then, those children should place those illustrations on the floor. They should then select other illustrations for the next round of the activity. The first child to have no illustrations left, wins the game.

Before the lesson begins, prepare an extra copy of Illustration 31. Cut-out the illustrations from Illustration 31 and mount them on the board. Use these illustrations to introduce the verbs from this Unit to the children. Be certain that the children understand the meanings of the verbs as you introduce them. Afterwards, point to one of the illustrations and the children should say the verb for that illustration. Repeat until all of the verbs have been identified in this way.

Group the children in a circle. Give one of the children a small ball. Say an Inuktitut sentence that contains one or more of the vocabulary words. The children should pass the ball around the circle until you clap your hands. Then, the child left holding the ball should repeat the pattern that you said at the beginning of the round. Repeat this activity until many of the children have responded.

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Listening / Speaking - Creative Expression

ᐃᓐᐃᓐᓐ Activities

Collect the cut-out illustrations from Illustration 30 (used earlier in the lesson) and place them in a container. Each child should then reach into the container and remove one of the illustrations. When each child has one of the illustrations, say one of the verbs from this Unit and the child or children who have illustrations that can be used with the verb that you said should stand. Call upon each child who is standing to use the verb that you said in a complete Inuktitut sentence. Repeat this process until many of the children have responded.

Have the children stand in a circle. Give each child a number card. Prepare the number cards before the lesson begins. The number cards should be from 1 to ____ (depending upon the number of children in your class). The children should pass the cards around the circle until you clap your hands. Then, say a vocabulary word from this Unit and a number (between 1 and ____). The child with that number should repeat the word that you said and then he should use it in a complete Inuktitut sentence. After this, the children should begin passing the number cards again for the next round of the game. Repeat until many of the children have responded.

ᐃᓐᐃᓐᓐᓐᓐᓐᓐᓐᓐᓐ Materials

- a copy of Illustration 30 for each child • scissors for each child • a container • an extra copy of Illustration 31
- a small ball • number cards (from 1 to ____, depending upon the number of children in your class) •

Sight Recognition

Theme: Methods of Travel

Theme: Methods of Travel

Lesson 3

Lesson 3

Introduction

Mount the illustrations from Illustration 30 and Illustration 31 on the chalkboard. Then, show the children one of the sight words, saying it at the same time. After saying the sight word, give the sight card to a child and he should match it with its illustration on the board. Repeat this process until all of the sight words have been introduced.

Activities

Lay a sheet on the floor and remove the sight words from the board (from the previous activity). Tape the sight words to the sheet. Then, have two children hold the sheet up so that the other children can see the sight words. Stand behind the sheet with a flashlight. Shine the light of the flashlight through the sheet, moving it around in different directions. Eventually stop the flashlight behind one of the sight words and the children should say the name of the sight word illuminated by the flashlight. Repeat this process until all of the sight words have been identified in this way. Afterwards, give the flashlight to a child and have him stand behind the sheet. Say one of the sight words and he should shine the light behind the word that you said. Since he will not be able to see the words, he will have to use his 'visual memory' to remember where the word is. The child should continue to play until he shines the light behind an incorrect word. Repeat this process until many of the children have played.

Place a set of sight words on the floor. Group the children in two teams. Give the first player in each team a skipping rope or other type of cord. Tie a knot in each rope (the same knot for each rope). Then, say one of the sight words and the two players should attempt to untie their knots. The first player to untie his knot and to identify the sight word that you said wins the round. Repeat until all players have had a chance to play.

Decoding / Encoding

Activities

Group the children in a circle in the center of the room. Cut each of the sight words in half. Give the word halves to the children (not all children need to have a word half). Then, give a skein or ball of yarn to a child who has a word half. That child should say his word half. When he has said his half, the child who has the other half of the word should call out his half. Then, the child with the yarn should hold onto the end of the yarn and toss the ball/skein to the child who called the other half of the word. That child should then toss the yarn to another child (any child) for the next round. If a child does not have a word half when the skein/ball of yarn reaches him, he should merely toss the yarn to another child. Repeat this process until all of the sight words have been said in this way. By the end of the activity, a 'web' should have been developed in the center of the room.

Collect the word halves (from the previous activity) and spread them on the floor in a scattered formation (fairly close together). Have a child stand beside the word halves. Say one of the sight words and the child should place his feet on the two word halves necessary to reproduce the sight word. Say another word and the child should repeat this process using his two hands. Repeat this adaptation of 'stretch' using other children. Change the locations of the word halves periodically during the activity.

Materials

- illustrations from Illustration 30 and 31 • masking tape • sight word cards • a sheet • a flashlight • 2 skipping ropes • a pair of scissors • a skein/ball of yarn •

Activity Activities

Provide the children with writing paper and pencils. Then, say an incomplete Irুক্তিত pattern such as:

סג' _____ "סג' יצחק יצחק"

Each child should write a word on his paper that could be used to complete the sentence. When each child has written his word, have the children read their words orally. Repeat this process using other incomplete sentences.

Say a positive sentence such as:

“96 5 96 96 7 96.”

...then toss a ball to a child. The child who receives the ball should then repeat the sentence, but saying it in the 'negative' form, e.g.:

[illegible]

Repeat this process using other Inuktitut sentences.

Cut each of the sight words (from Lesson 3) into its individual syllables. Place all of the cut-out syllables of the floor, face-down. Group the children around the cut-out syllables. Then, a child should remove one of the syllables from the center of the circle. The next child in the circle should then take a syllable from the circle.; Continue in this way until a child or children have collected enough syllables to create an Inuktitut word (not necessarily a word from this Unit). If necessary, prepare other syllable cards before the lesson begins for this activity.

Mount a length of language experience chart paper on the board. Then, tape or glue illustrations from Illustrations 30 and 31 to the left hand side of the paper. When the pictures are in place, call upon individual children to provide Inuktitut sentences for the pictures. Write the sentences that the children provide on the paper, beside the illustrations. When the sentences are complete, cut them out, leaving the illustrations on the board. Give one of the sentences to a child. The child should read the sentence orally and then match it with its illustration on the language experience paper. Repeat this process until all of the sentences and illustrations have been matched.

Δ^aσ^aΔ^bΠ^c Δ^bΠ^c Δ^bΠ^c Materials

- language experience paper • illustrations from Illustrations 30 and 31 • felt pen • sight words (from Lesson 3) • a ball • writing paper and pencil for each child •

ᐃᓂᑦᐅ ᓴ ᑭ Nouns

▶ ڀڳت - front

◀ ⌂ - back

◁ - hole

⏮ - bottom

१७५ - top

Verbs

ᠢᠨᠭᠡᠨᠠᠭᠤᠨ - to mend

१८३८ - to sink

♂ PJJ - to beach

▷ʼ↳▷σ - to be carried

Conceptual Information for Teachers

The qayaq is one of the oldest forms of northern travel. It is believed that the Dorset Inuit (before 900 AD) used the qayaq as a form of transportation. The shapes of qayaqs vary in different parts of the north (see Illustration 24). Most qayaqs were about 4 m. long and .5 m. wide at the widest part (in the center). The Greenland qayaqs, unlike the Canadian qayaqs, had rounded **bottoms**. In these qayaqs, the hunter was completely attached to the qayaq opening and his clothes were made in such a way that they were completely water-proof. In times of danger or bad weather, the paddler could turn his qayaq over (360°), without getting wet. Qayaqs throughout the north preferred to hunt in bad weather as they could get closer to the seals than if the seas were calm.

Between 1576 and 1578 Sir Martin Frobisher had a number of unfortunate experiences with the Inuit of the Frobisher Bay area. When five of Frobisher's men were captured by the Inuit, Frobisher retaliated by capturing a man and his qayaq. The man became so angry or nervous when he was captured that he bit-off half his tongue. This unfortunate Inuk died soon after arriving in England.

In 1782 a Scottish whaling vessel came across a qayaqer in the North Sea. The man had evidently become lost, claiming that he lived in Labrador. The whalers took the hunter and his qayaq to Scotland. The hunter lived for some time in Scotland and then eventually died of pneumonia. When he became lost, he may have originally had 'qayaq dizzines'...this is caused by a hunter sitting in his qayaq for long periods of time on a still sea. The hunter ends-up in a trance which can only be broken if someone moves the qayaq or if a wind causes the sea to ripple.

Good hunters preferred that their qayaqs be re-covered each year. This was the chore for the women. Scraped sealskins (or in some areas, caribou skins) were used for this task. Occasionally in the fall rain would fall on a calm ocean and create a thin layer of fresh-water ice on the ocean water. This condition was extremely dangerous in a qayaq. The paddler would have to break his way through the ice with his paddle. The double-ended qayaq paddle probably originated from the single-ended Indian paddles. Some Inuit in Alaska continued to use the single-ended paddles.

Δε-σΔPL'<Π'<Λ' Motivation

Tell the children the story of Sir Martin Frobisher's men (in 1576) looking over the ocean from a high point of land and noticing a number of dots on the ocean that appeared like seals. As the 'dots' came closer the men realized that they were not seals. Encourage the children to imagine what the 'dots' were. The children should eventually suggest that the dots were men in boats or qayaqs. This was one of the first times that the Europeans had ever seen a qayaq.

To encourage a qayaqer to approach his ship, Sir Martin Frobisher rang a small bell. Encourage the children to imagine why the hunter would be so interested in the small bell. Lead this discussion into the 'qayaq'...share information contained on the cover page of the Unit with the children.

Activity Activities

Mount a large map of the world on the board. Provide each child with a copy of Illustration 24. The children should look at the different qayaq styles. Identify the location of the different qayaqs on the map. Encourage the children to imagine why the qayaqs were different in appearance. After completing this activity, collect and keep the illustrations for use later in this Unit.

Provide each child with a copy of Illustration 25. This Illustration contains illustrations of the interior and exterior views of a qayaq. Use the illustrations to introduce the new vocabulary words to the children. Be certain that the children understand the meanings of the words. Encourage discussion of the different qayaq parts during this introduction activity.

If a qayaq model is available in your school or community, show it to the children. Note the parts of the qayaq so that the children can hear the vocabulary words once again.

If a resource person is available to talk to the children about building or using a qayaq, invite him/her to talk to the children. If this is possible, set-up the presentation before the lesson begins so that the resource person knows what to do with the children.

Lay a length of mural paper on the floor and group the children around it. Use a light coloured crayon to draw a map that shows Alaska, the NWT and Greenland. Provide the children with crayons. The children should then use the illustrations in Illustration 24 as models to draw the different qayaqs from the different parts of the north. When the children's illustrations are complete, 'wash' the entire mural with a thin solution of blue tempera paint. This 'crayon resist' mural should be displayed in the classroom. As the children work on the mural, circulate among them, repeating the new Inuktitut vocabulary words as often as possible.

Δε-σ-ΔΡΠC ΔD⁵C⁵LYC Materials

- large map of the world
- a copy of Illustration 24 and 25 for each child
- a qayaq model (if available)
- mural paper
- crayons

Review of Vocabulary

Mount a copy of Illustration 25 on the chalkboard and group the children near it. Use the illustrations to review the Inuktitut vocabulary words that were introduced in Lesson 1. The children should hear the vocabulary words a number of times during this review process.

Activity Activities

Group the children in a large circle on the floor. Use masking tape to make a large outline of a qayaq parts (from the vocabulary words) should be shown in the outline. Repeat the vocabulary words a number of times as you make the outline. When the outline is complete, have two or three children stand in the qayaq. Say one of the vocabulary words and the children should run to the correct part in the masking tape outline. Repeat until most of the children have participated in this way. Later, blindfold two children and say a vocabulary word, the children should then 'feel' the masking tape outline for the part that you said. The first player to correctly identify the part that you said wins the round. Repeat until all children have had a chance to play.

Say one of the verbs from this Unit and encourage the children to identify the qayaq part or parts that go with the verb. For example for 'to sew' the children should identify the qayaq covering. Repeat this process until the children have heard all of the verbs for this Unit.

Stand on a portion of the masking tape qayaq outline (from above) and the children should name the part. Repeat this process until all of the qayaq parts have been identified orally by the children.

உலர்ச்சி / பேச்சு - அறிவுறுத்தல் பார்வைகள்
Listening / Speaking - Creative Expression

Activity Activities

Group the children around the large masking tape outline of the qayaq (from above). Before the lesson begins, prepare two sets of number cards for the qayaq parts introduced and developed in this Unit. Give one set of number cards to the children and then have the children close their eyes. Place the numbers from the other set on the different qayaq parts. The children should then pass their number cards around the circle in a clockwise direction (still with their eyes closed). When you clap your hands the children should stop passing the cards. The children left holding cards should then look at the numbers they have. Call a number and the child with that number must look at the outline on the floor to determine which qayaq part matches his number. Then, the child should use the name of the qayaq part in a complete Inuktitut sentence. Repeat this process, calling other numbers. Afterwards, have the children close their eyes once again and repeat this process.

Δε-σ-ΔPNC Δ⁵C¹L¹ Materials

- a copy of Illustration 25 • masking tape • 2 set of number cards for the qayaq parts •

Sight Recognition

Theme: The Qayaq

Lesson 3

Λ⁺Δ⁺σ⁺ Introduction

Group the children around the large masking tape outline of the qayaq (from Lesson 2). Prepare sight cards before the lesson begins. Show one of the sight cards and say its name. Then, give the card to a child and that child should place the card in its correct location in the masking tape outline. Repeat this process until all of the sight cards have been correctly placed in the masking tape qayaq.

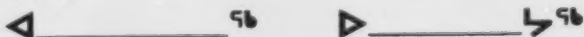
Activities

Mount the sight word cards on the board. Give each child a sheet of art paper or a small section of bristol board (e.g. 2.5cm. square). On one side of the paper the children should illustrate a 'head' and on the other side they should represent a 'tail'. When the children's 'coins' are ready, each child should place his 'coin' on his desk so that either the 'head' or the 'tail' is showing. Then, point to one of the sight words and toss a coin into the air. When the coin lands, call, 'Heads,' or 'Tails'-depending upon the side of the coin showing. Then, the children with that side of their coins showing should identify the sight words that you pointed to. For more control of this activity, you may wish to have the children raise their hands (those children with that side of the coins showing.) Then call upon one child (who has his hands raised) to identify the sight words. The children may change their coin sides after each round of the activity. Repeat this process until all of the sight words have been identified in this way.

Decoding / Encoding

Academic Activities

Write the first and last syllable of one of the sight words on the board. The children should look at the syllables and then identify the sight word that begins and ends with the syllables that you have written. Repeat this process using other sight words. Later, more 'spice' can be added to this activity by writing two sets of beginning and ending syllables on the board, e.g.:



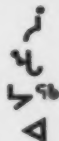
Divide the children into two teams. When you say, 'Go,' the first player in each team must rush to the board and complete his team's word. The first player to do this successfully wins the round. Repeat this process until all of the children have had a chance to play. Be certain that the children use their very best writing skills for this activity. Provide each child with a copy of Illustration 26. Each child should cut-out the sight words for the illustration. When the children have cut-out the sight words, they should then cut their words into their individual syllables. Then, the children should mix-up their cut-out syllables. Say one of the vocabulary words and the children should reproduce the word that you said, using their cut-out syllables. Repeat this process until all of the sight words have been reproduced.

Δεδομένα: Δοθέντα: Materials

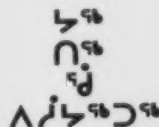
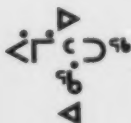
• master set of sight cards • a coin • paper/Bristol board for each child (1" square) • pencil for each child • masking tape • a copy of Illustration 26 each child • a pair of scissors for each child •

Activities

Write a number of Inuktitut syllabics on the board in a vertical form, e.g.:



You may wish to make two of these columns. In this case divide the children into two teams. When you say, 'Go,' the first player in each team should rush to his team's syllabics and write a word around one of the syllabics, e.g.:

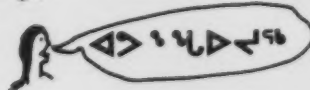
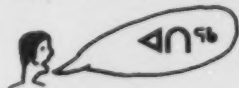


Continue in this way until all of the players have played. Encourage the children to use words other than those developed in this Unit.

Provide each child with a copy of Illustration 26. This illustration contains an illustration of the Inuk who approached Frobisher's ship as Frobisher rang the small bell. The illustration also contains a large empty text box. Encourage the children to imagine what the man in the qayaq was thinking as he heard the bell ringing. The children should write their 'thoughts' in the text box. Circulate among the children as they work, helping them as necessary with this activity. Then, when all of the children have completed their 'thoughts', have each child read his version to the other children. Display the completed illustrations in the classroom.

Provide each child with a sight word card. Prepare extra sets of the sight words if necessary (before the lesson begins). When each child has a sight card, he should then glue it to the top of a writing sheet. Then, each child should write a complete Inuktitut sentence that uses the sight word.

Group the children in a circle. Say a word and call a child's name. That child should then say another word that begins with the same syllable as the word that you said. Begin each round of this activity with the sight words from this Unit. Later, for added 'spice' have the children listen to the word that you say and then say a word that begins with the syllable with which your word ended, e.g.:



Δε-σ-ΑΡΝC ΔεC^b L^c Materials

- a copy of Illustration 27 for each child • writing paper and pencil • glue for each child • a sight word for each child •

٢٠٠ Verbs

உத்யோக - to iron

57

Theme: Clothing Materials

Lesson 1

Δεδομένη η P_L η ϵ Motivation

Before the lesson begins, cut a hole in a box (about 12 cm wide). Stand the box on its side so that the children can see the hole. You may wish to decorate the box so that it looks like a 'computer' of sorts. Group the children in front of the computer and tell them that this special machine does all kinds of work for you. Before you begin the lesson, place a sweater in the box (so that the children can't see it). Present a skein of yarn or wool to the children (the same colour as the sweater in the box). Dramatize putting the yarn/wool into the box and 'turning the machine on'. Then, pull the sweater from the box, showing the fine work that the machine did for you. Lead this into a discussion of the other types of clothing items that the machine might be able to produce. List the clothing items that the children suggest on the chalkboard.

Activity Activities

Before the lesson begins, collect samples of the different materials for this Unit. Place all of the materials on a table in front of the chalkboard. Refer to the list of clothing items provided by the children (above) and relate the different materials to them. Encourage the children to tell you which materials might be appropriate for which clothing items. Introduce information from the 'Conceptual Development' box (on the cover page) to the children. Also, introduce the Inuktitut vocabulary words to the children at this time. Use a map of the world to show the children the southern United States and Australia. The map can also be used for other information from the 'Conceptual Development' box.

Before the lesson begins, collect samples of clothing items that represent the different materials introduced in this Lesson. Encourage the children to match the clothing items with the samples of materials that you introduced above.

If a microscope or very strong magnifying glass is available in your school, give each child an opportunity to use it to study the make-up of the different materials. The children should notice ways in which the materials are the same and different.

Pour small amounts of water on the different clothing items and have the children notice the differences in the ways the materials absorb or repel the water. Once again, repeat the Inuktitut vocabulary words as often as possible.

Provide each child with art paper, glue, and scissors. Also, give each child a small portion of material. Each child should then cut his material into a clothing item and glue it to his sheet of art paper. Then, the children should make illustrations around the cut-out clothing items. Circulate among the children as they work, repeating the vocabulary words as often as possible. Display the completed illustrations in the classroom.

AC-802PC DCBLC Materials

- a box • scissors • a sweater and wool/yarn of the same colour • samples of the materials • clothing samples for the different materials • a microscope or a very strong magnifying glass • water • paper / glue / scissors / material / illustrating materials for each child •

ᐱᓚᓂᓂᓂ / ᐃᓂᓂᓂᓂ - ᐃᓂᓂᓂᓂᓂ ᐃᓂᓂᓂᓂᓂ
Listening / Speaking - Oral Reproduction

ᐃᓂᓂᓂᓂᓂ
Theme: Clothing Materials

ᐃᓂᓂᓂᓂᓂ 2
Lesson 2

ᐃᓂᓂᓂᓂᓂ ᐃᓂᓂᓂᓂᓂᓂᓂᓂᓂᓂ Review of Vocabulary

Use the children's illustrations prepared in Lesson 1 and the clothing samples to review the vocabulary words that were introduced in Lesson 1. The children should hear the vocabulary words a number of times during this review process.

ᐃᓂᓂᓂᓂᓂ Activities

Place the clothing samples at one end of the room. Divide the children into two teams. Have the teams stand at the other end of the room. Place two large shirts on the floor in the center of the room. Say one of the vocabulary words and the first player in each team should rush to one of the shirts. The first player to put on the shirt (and to button it) and then to identify the clothing item for the words that you said, wins the round. Repeat this process until all of the players have played.

Have two children hold a length of yarn or string across the room to represent a clothesline. Hang the clothing samples 'on the line'. Group the children in front of the line. Then, point to one of the clothing samples and the children should name the material from which the clothing item was made. Repeat this activity until all of the vocabulary words have been said by the children.

Say one of the vocabulary words and a child's name. That child should remove the clothing item from the clothesline that goes with the vocabulary word that you said. Repeat this process until all of the clothing items have been removed from the line.

Place the clothing items on the floor and group the children around them. Say one of the verbs from this Unit and a child's name. That child should then enter the circle and perform the action (with a clothing item) that you said. Repeat this process until all of the verbs have been heard and used.

ᐱᓚᓂᓂᓂ / ᐃᓂᓂᓂᓂ - ᐃᓂᓂᓂᓂᓂᓂ ᐃᓂᓂᓂᓂᓂ
Listening / Speaking - Creative Expression

ᐃᓂᓂᓂᓂᓂ Activities

Place the clothing items on the floor and group the children around them. Blindfold a child and that child should enter the circle to 'feel' for one of the clothing items. The child should identify the material used to make the clothing item that he found and then he should use the vocabulary word in a complete Inuktitut sentence. Repeat this process with other children. For fun, you may wish to have two children blindfolded. In this case, the first child to identify a clothing item and to use the correct vocabulary word in a sentence wins the round. Repeat until all children have had a chance to play.

Place four or five boxes on the floor. Attach a number card to each box (1 to 4 or 5). Have the children close their eyes. Place a clothing item in each of the boxes. Then, the children should open their eyes. Call upon a child to say the number for one of the boxes. Reach into the box that the child identifies and remove the clothing item ... the child should use the vocabulary word for that clothing item in a complete sentence. For added 'spice', place clothing items in only a few of the boxes, leaving the other boxes empty. The object would be to name a box that contains a clothing item.

ᐃᓂᓂᓂᓂᓂᓂ ᐃᓂᓂᓂᓂᓂ Materials

- children's illustrations (Lesson 1) • clothing samples • 2 large shirts (with buttons) • string or yarn • clothespins • 1 or 2 blindfolds • 4 or 5 boxes •

Sight Recognition

Theme: Clothing Materials

Lesson 3

Introduction

Before the lesson begins, prepare sight cards for this Unit. Place the sight cards in the pockets of the clothing samples. Present the clothing samples to the children, noticing with alarm that there is something in the pockets. Remove the sight cards from the pockets (one at a time). Present the sight cards to the children, saying each card as it is presented. Continue in this way until all of the cards have been presented.

Activity Activities

Have two children hold the yarn or string (as in Lesson 2) to represent a clothesline. Attach the clothes to the line. Lay the sight words on the floor. Then, say one of the sight words (the name of a material) and a child's name. That child should then find the sight word for the word that you said. He should attach the sight word to the correct clothing sample on the line. Repeat this process until all of the words have been correctly placed on the clothesline.

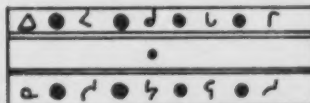
Mount the verb sight words on the board. Place the clothing samples below the mounted verbs. Group the children in two teams at the other end of the room. Touch one of the verb sight words and the first player in each team should rush to the clothing samples and perform the action indicated by the verb you pointed to. The first player to do this successfully wins the round. Repeat the process until all the players have participated.

Lay the sight word cards on the floor at one end of the room. Group the children in two teams at the other end of the room. Place a small amount of rolled masking tape on the sole of a player's shoe in each team. Say a sight word and the two 'sticky feet' should rush to the sight words (hopping on one foot) and pick-up the sight word that you said. The first player to do this successfully wins the round. Repeat with other players.

Decoding / Encoding

Academic Activities

Before the lesson begins, collect an old sheet. Cut ten or twelve small holes in the sheet (each hole should be about 2.5cm. across). Cut-out syllables from the sight words and tape a cut-out syllable beside each hole on the sheet. Then have two pairs of children hold the sheet's corners. Make two tape lines down the center of the sheet, e.g.:



Place a marble in the center of the sheet (between the two masking tape lines). The object of the activity is for the pairs of children to attempt to cause the marble to fall through a hole in the other players' side of the sheet. When the marble does fall through a hole, the children on that side of the sheet should look at the syllable beside the hole (through which the marble fell) and then identify the sight word triad contains that syllable. Repeat this process with other pairs of children until all of the children have played.

AC-9000 DC Materials

• sight word cards • masking tape • clothing samples • yarn/string • clothespins • an old sheet • a pair of scissors • a marble •

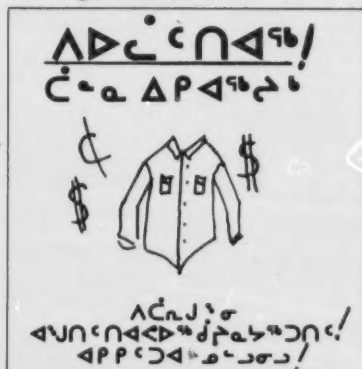
ድምፅ ልማት ልምድ Language Experiences

ልማት ልምድ
Theme: Clothing Materials

ልማት ልምድ 4
Lesson 4

ልማት ልምድ Activities

Group the children in pairs. Provide each pair of children with a sheet of Bristol board and illustrating materials. Also, provide each child with a clothing sample from this Unit. Each pair of children should then create an advertisement for their clothing sample. Encourage the children to use the vocabulary words from this Unit as well as their own language in the making of the advertisements, e.g.:



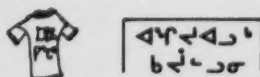
When the advertisements are complete, display them in the classroom or other appropriate area of the school.

Provide each child with a strip of white paper and a pencil. Each child should then prepare a clothing tag for one of the clothing samples (materials) introduced in this Unit. For example a child might write the following on his tag:

ልማት ልምድ ልማት ልምድ ልማት ልምድ

When the children's tags are complete, have a child read his tag to the other children. The other children should attempt to identify the clothing sample for which the tag was prepared. Repeat this process until all of the children have had a chance to read their clothing tags to the other children.

Display a clothing sample from this Unit on the board. Mount a length of language experience chart paper on the board also. Then, encourage the children to think of as many ADJECTIVES as possible for the clothing item. e.g., the children might suggest:



Repeat this process with other clothing items. Later, mix the clothing items together and have the children match the clothing items with the ADJECTIVES in the charts.

ልማት ልምድ ልማት ልምድ Materials

- Bristol board sheets • illustrating materials/supplies • strip of white paper per child • clothing samples
- language experience chart paper • felt pen •

ሰነድ Nouns

ገዳጽ - hem

ዋሽ - seam

ልገረዮች - pocket

ድምጽ - collar

ገዳጽ - button

ገዳጽ ገዳጽ - button hole

ገዳጽ ገዳጽ - zipper

ሰነድ Verbs

ሰነድ - to dress

ሰነድ ሰነድ - to undress

ሰነድ - to mend

ሰነድ - to rip anything

ዋሽ ሰነድ - to rip a seam

ገዳጽ ሰነድ - to button

ገዳጽ ሰነድ - to zip

ልገረዮች ልገረዮች
Conceptual Information for Teachers

Originally, clothing was undoubtedly developed for protection from weather forms. Later, clothing was also designed for attractiveness. Clothing is usually classified into two groups; the 'tropical' forms, based on skirts, and the 'Arctic' forms, based on slacks. In Arctic areas, both men and women wore slacks. In temperate climate areas, it became customary for men to wear slacks and women to wear skirts. At one time men were the ones who mainly worked 'out of the home' and the need to be able to move around caused man's clothing to become quite simple in design. The fact that many European women always wore skirts, even in colder climate areas, indicates that they spent a great deal of time indoors.

During the 1880's, men's slacks underwent a dramatic change. Suddenly men's slacks went from the knee-high britches to full-length slacks. While men's clothing was becoming simpler to design, women's clothing on the other hand was becoming more and more elaborate. In the mid 1800's, the crinoline was developed. Women wore high collars that were reinforced with whalebone. Many skirts had baleen hoops.

At the beginning of the 1900's, as more women entered the work force outside of the home, the elaborate clothes were not practical. Gradually, women's clothes became simpler in design. The greatest fluctuation in this century has been the 'hem'. During the 40's, hems were 'midi' ... i.e. between the knees and the ankles. As the years went by, the hem kept rising, culminating in the 'mini' of the 60's (above the knee). Today both the midi and the 'maxi' (full length) hems can be seen.

During this century, 'unisex' clothing became popular. These clothing items can be worn by both men and women. This is not a new concept, as many ancient cultures used unisex clothing to a large extent.

Clothing styles today are affected greatly by popular idols, such as those seen in the movies. In many areas, the person who dresses 'out of style' is considered to be suspect.

Theme: Clothing Parts

Lesson 1

Δεδομένη η P_L η ϵ Motivation

Before the lesson begins, collect an old (large) shirt. Cut all of the parts of the shirt out. Then, carefully staple the shirt back together. Before the lesson, pull the shirt on over your other top. Group the children together and 'rave' about this new shirt that you bought. As you point out the great features of the shirt, 'accidentally' tug at the pocket, and it should come off. Repeat this process until the hem, collar, buttons, lapels (if the shirt has them), etc. have been removed. Use this experience to expose the children to the Inuktitut vocabulary words for this Unit (nouns).

Lead the above experience into a discussion of the clothes that people buy today.

Assessment Activities

Show the children a clothing item that contains a zipper. Introduce to the children the fact that zippers were invented in 1891 by Whitcomb Judson, because he was tired of tying his shoelaces. Originally, the word 'zipper' meant a shoe that had a zipper. Only since the 1930's have zippers been used on many clothing items.

Before the lesson begins, collect clothing samples for the vocabulary words for this Unit. Present the clothing samples to the children, repeating the vocabulary words as often as possible.

Question the children to get them to provide the information contained in the 'Conceptual Development' box on the cover page for this Unit. The children should understand that today's clothing needs to be both attractive and functional.

Provide each child with a copy of Illustration 32. This illustration contains illustrations of clothing samples from the 1800's and today. Encourage the children to compare the contrast the styles of clothing. Then, provide each child with a copy of Illustration 33. This illustration contains illustrations of clothing samples from the 1920's and the 1940's. Once again, have the children look for 'sameness' and 'differences' in the styles of clothing. The children may notice that today, some clothing styles look like the clothes of the 20's - 40's. Such is the nature of 'styles'.

Have the children cut-out the illustrations from Illustrations 32 and 33. Each child should mix his pictures up when he has them cut-out. Then, say a date, such as "1922", and the children should show you illustrations representing clothing that would have been worn around that time.

Provide the children with pages from an old catalogue. Each child should select one picture to mount on a sheet of art paper. When a child has his cut-out clothing item mounted on his sheet of art paper, he should date it with the current year. Mount the completed pictures in the room.

Collect all of the cut out illustrations from Illustrations 32 and 33 and mix them together. Then, divide the children into groups to sort and classify the clothing items. The children should sequence them as well; from the oldest styles to the most modern.

Δε-σ-ΑΡΟC ΔΕC'Y'C Materials

- an old large shirt • a pair of scissors • a stapler • clothing samples • a copy of Illustrations 32 and 33 for each child • scissors for each child • an old catalogue (e.g. Sear's) • art paper and glue for each child •

Review of Vocabulary

Place the cut-out shirt (from Lesson 1) in a box and tell the children that you have just finished washing your clothes. Dramatize removing the clothes from the box, appearing horrified to notice that your shirt comes out in pieces. Repeat the Inuktitut vocabulary words as often as possible as you present the cut-out shirt parts to the children. Repeat until all of the vocabulary words have been heard.

Activity Activities

Lay the clothing samples (including the cut-out shirt) on the floor and group the children around them. Blindfold two children. Say one of the vocabulary words and the two children should enter the circle and 'feel' for the clothing part that you named. The first child to correctly identify the clothing part that you named wins the round. Repeat this process until all of the children have had a chance to play.

Give each child a copy of Illustration 34. This Illustration contains illustrations for the verbs for this Unit. Provide each child with a pair of scissors. The children should cut-out the illustrations. Then, say one of the verbs and the children should hold up the correct illustrations. Repeat this process until the children are able to respond well.

Group the children in a circle. Give each child a toothpick or other small pointed object. Collect five or six buttons before the lesson begins. Place these buttons over the children's toothpicks. Say an Inuktitut sentence that contains one (or more) of the vocabulary words. Then, say 'Go.' The children should pass the buttons around the circle in a clockwise direction, from toothpick to toothpick. When you clap your hands, the children should stop passing the buttons. Those children left holding the buttons should then repeat the Inuktitut sentence that you said at the beginning of the round. Repeat this process until all of the vocabulary words have been said a number of times in different sentences.

Listening / Speaking - Creative Expression

Activity Activities

Collect the cut-out verb illustrations (from above) and place them in a container. Mix the cut-outs together. Then, have each child reach into the container and remove one of the cutouts. When each child has a cutout, call a child's name and that child should say the verb for his illustration in a complete sentence. Repeat this process until all of the children have responded.

Make a masking tape line on the floor. Before the lesson begins, collect an old 'strong' sock. Divide the children into two teams. Have the first player from each team stand on either side of the masking tape line. Give the sock to the players. Say one of the vocabulary words from this Unit and the two players should then try to pull one another over the masking tape line with the sock. The child who is pulled over the line should then use the vocabulary word that you said in a complete sentence. Repeat this process until all of the children have had a chance to play.

Δε-σ-ΑΡΝ^c Δ⁵C^b L^c Materials

- cut-up shirt (Lesson 1) • a box • clothing samples • 2 blindfolds • a toothpick per child • 5 or 6 buttons
• a copy of Illustration 34 per child • scissors for each child • masking tape • an old 'strong' sock •

 Ministry of Education and Higher Education
 State of Palestine

Theme: Clothing Parts

Lesson 3

Introduction

Before the lesson begins, write the sight words for this Unit on a white sheet of paper with a white parafin candle. Mount the sheet of paper on the board and group the children near it. Tell the children that you have written some words for them, pointing to the white sheet of paper. The children should soon tell you they can't see anything. Then, 'wash' the sheet of paper with a thin solution of dark-coloured Tempera paint. The words should suddenly appear. Say each sight word as it appears.

Activities

Before the lesson begins, prepare two copies of the following 'run-on':

የጋራ ልሳን ለጋራ ልሳን ለጋራ ልሳን ለጋራ ልሳን ለጋራ ልሳን

Lay these run-on's on the floor at one end of the room. Group the children in two teams at the other end of the room. When you say, 'Go,' the first player in each team should rush to the run-on strips and cut-out a sight word from this Unit. You may wish to leave the parafin sight words (from above) on display for the children to use as models. The first player to successfully identify and to cut-out a sight word wins the round. Repeat this process until all of the sight words have been identified in this way.

Before the lesson begins, prepare a sight word card for each child. Group the children in a circle. Walk around the outside of the circle, taping a sight word to each child's back. Don't let the child see which word you are attaching to his back. Then, place the clothing samples and the cut-out verb illustrations (from Lesson 2) in the center of the circle. When you say, 'Go,' the children should tell each other what words they have on their backs and then each child should find his clothing part or verb in the center of the room. Have each child say his word at the end of the activity.

Decoding / Encoding

Academic Activities

Before the lesson begins, prepare a set of sight word cards. Cut each sight word in half. Mount the cut-out halves on the board. The children should remove the sight words from their backs (from the previous activity) and then group together in front of the board. Stand behind the children with two flashlights. Darken the room. Shine the light of one flashlight on a word half and the light of the other flashlight on the other half of the word. Repeat until all of the children have responded in this way. Afterwards, use only one flashlight for the activity. Shine the light of the flashlight on one of the word halves and the child or children who have sight words with that half in them should respond. The children may exchange sight word cards periodically during the activity.

Provide each child with writing paper and a pencil. Say one of the sight words from this Unit and each child should then write that word on his sheet of paper. Continue in this way until a number of the sight words have been written. Afterwards, correct the children's words with them. Note any common difficulties that the children had in writing the words in this dictation activity.

Δε-σ-ΑΡΟC ΔΕC'Y' Materials

- a white sheet of paper • a white parafin candle • thin mixture of Tempera paint • a paintbrush • 2 run-ons (see above)
• 2 pair of scissors • a sight card for each child • masking tape • a master set of sight cards • clothing samples •
verb ill. (Lesson 2) • 2 flashlights • writing paper and pencil for each child •

Assessment Activities

Use the language arts concept of **ANTONYMS** for a language experience activity with the children. Write a verb from this Unit on the board and then call upon the children to suggest its opposite. Write its opposite in another section of the board. Repeat this process using verbs from this Unit and from other Units. For example:

ᠳᠡᠭᠤᠨ ᠶᠢᠰᠦᠨ - ᠳᠡᠭᠣᠨ ᠲᠤᠯᠤᠮ

When the antonyms are complete, call upon a child to draw a line from a verb on the left to its antonym on the right. Continue in this way until all of the antonyms have been joined:

ᐃᓪᓂᑦᓴᑦᑐᑦ ————— ᐃᓪᓂᑦᓴᑦᑐᑦ

Provide each child with a sight word card (from Lesson 3). Each child should then create a sentence using his sight word. When all of the children have completed their sentences, call upon a child to read his sentence to the other children, purposely leaving out the sight word. After reading his sentence, the other children should attempt to identify the sight word that was 'missing' from the sentence. Repeat this process until all of the children have had a chance to read their sentences in this way.

Prepare sentence bridges or write one sentence bridge such as the following on the board:

Δ^b _____ Δ^b

Each child should then write an Inuktitut sentence that begins and ends with the syllabics shown in the sentence bridge. When all of the children have completed their sentences, have each child read his sentence to the other children. For example, for the above sentence bridge, a child might write:

Δ⁶ΛΔ⁹Δ⁶ Δ⁶Δ⁹Δ⁶

Δε-σ-ΑΡΝC Δ⁵C⁶ L⁶ Materials

- a sight word card for each child (Lesson 3) • writing paper and pencil for each child •

ᐃᑦᓴᐅᔪ ᑦ Nouns

⑧ - outer caribou parka

4nr - inner caribou parka

ᑭᑦᑎᑦᑭᑦᑭᑦ - sealskin windpants

ᑭᓕᑭᓐ - caribou skin windpants

AC49 - child's caribou skin body suit

ᐱᓕᓐᓂᓐ - sock

>4,5 - mitts

◀▶ - amanti

Verbs

ᐱᐅᐅᐅᐅᐅ - to dress

▶ ሥጋ ማውረድ - to undress

Conceptual Information for Teachers

Weaving processes were never used by Eastern Arctic Inuit in the making of clothes. All clothing items were sewn out of animal skins, using caribou sinew for thread. Occasionally, some people would place dried grass between their stockings and boots or in their mittens to absorb moisture. The Inuit socks were usually made of winter Arctic hare skins.

During colder weather, caribou skin parkas were worn with the fur out. In extremely cold weather, two layers of caribou skin, one with the hair inside and one with the hair out, were worn. In warmer weather, a single caribou parka would be worn with the hair inside. Clothing had to be loose to allow air to penetrate and to keep the moisture away.

Qayaqers often wore jackets made of walrus intestine. These were waterproof.

At one time, eider skins were worn as underwear by many Inuit.

Traditionally, the men always skinned the seals as a husband would not want other hunters to see his wife looking 'greasy', lest they think he was a poor provider.

The Salliq Inuit of Southampton Island were the only Canadian Inuit to make extensive use of the polar bear skin clothing. The last Salliq Inuk died in 1948.

Occasionally, clothing items were made from fishskins. Many clothing items were decorated with beads made from horn, antler and soapstone. Colours were added to clothing using dyes such as that of the Arctic lichens.

Sealskins were chosen carefully for clothing items. The skins had to be well cleaned. The skins would be cleaned on a scraping board. Scraping boards were made from smooth stones or occasionally from the shoulder blade of a small whale.

The women, of the Igloolik area, wore high boots and stockings with square pouches on the outside of each leg. An area, in which one lived, was often indicated by designs in the clothing. For example, the Southampton Island caribou parkas had the distinctive three patches (squares) of light coloured skin sewn into their backs.

Theme: Traditional Inuit Clothing

Lesson 1

Δεδομένη η έλλειψη της Motivation

If a caribou parka is available, collect it for use in this Unit before this lesson begins. Place the caribou in a non-transparent container such as a box or bag. Group the children together and tell them that you have brought something to show them. Reach into the container and pull out a few 'piluks' (caribou hairs). Appear alarmed to see the hairs. Encourage the children to imagine what you have in the container. Keep the children guessing until a child names 'a caribou skin parka'. Then, remove the parka from the container and study it with the children. The children should notice the different colours of caribou skin used in the making of the coat. Also, the children should note the sewing and the tanning of the skins, both necessary to produce a fine parka.

Academic Activities

Share information from the 'Conceptual Development' box on the cover page for this Unit with the children. Mount a large map of Canada on the wall (or a large map of the NWT). Point to the different areas where Inuit live. The children should realize that not all Inuit used the same styles of clothing. To represent this further, provide each child with a copy of Illustration 35, which contains illustrations of clothing items worn by the different Inuit of the Eastern Arctic. Show the children the locations for the different clothing samples, using the large map. Encourage the children to compare and contrast the appearances of the different clothing items.

If a resource person is available to talk to the children about the making of skin clothing, invite her to talk to the children. Set this presentation up well before the lesson begins, so that the resource person can collect necessary items to bring to the class. For example, the resource person may demonstrate cleaning a skin or she may show how a three-pointed needle is used in the sewing of skins.

Provide each child with a copy of Illustration 36. This Illustration 36 contains illustrations of the NOUNS for this Unit. Use the illustrations to introduce the Inuktitut vocabulary words to the children. The children should hear the vocabulary words a number of times during this introduction process. Be certain that the children understand the meanings of the words.

Collect other 'traditional clothing samples', if they are available. As with the caribou skin parka, encourage the children to study the clothing samples. If possible, have the children put on samples of the clothing items and take their pictures with a polaroid camera. Display the photos effectively in the classroom.

Provide each child with a copy of Illustration 37. This Illustration 37 contains illustrations that represent a very detailed sequence of events that would take place in the making of a caribou skin parka. Provide the children with scissors. The children should cut-out the illustrations and arrange them in their correct sequence. When all of the children have sequenced their illustrations, review them to determine the children's accuracy. Later, the children may glue the illustrations to sheets of paper that can be displayed in the classroom.

Δε-σ-ΔPNC Δ⁵C¹L¹ Materials

- a caribou skin parka • a container • a copy of Illustration 35 for each child • a copy of Illustration 36 for each child • traditional clothing samples (if available) • a copy of Illustration 37 for each child • scissors/paper/glue for each child • map of Canada •

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Listening / Speaking - Oral Reproduction

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Theme: Traditional Inuit Clothing

ᐃᓐᓂᓐᓂᓐ 2
Lesson 2

ᐃᓐᓂᓐᓂᓐ ᐃᓐᓂᓐᓂᓐ ᐃᓐᓂᓐᓂᓐ Review of Vocabulary

Provide each child with a copy of Illustration 36 (from Lesson 1). Use the Illustration to review the vocabulary words introduced in Lesson 1. Say one of the vocabulary words and the children should put their fingers on the illustration for the word that you said. Check to be certain that the children are responding well. Repeat until all of the illustrations have been identified in this way.

ᐃᓐᓂᓐᓂᓐ Activities

Provide each child with a pair of scissors. Each child should then cut out the illustrations in Illustration 36. When each child has cut-out his illustrations, collect all of the illustrations and place them in a container. Give each child a blank flashcard. Each child should write a number between 1 and 6 on his card. When the children's cards are ready, group the children in front of you. Toss a die and call the number showing on the die. Then, show the children one of the illustrations from the container. The children who have the number that you called (on their cards) should identify the illustration that you show, orally. Then, all children may exchange number cards for the next round of the activity. Repeat this process until all of the vocabulary words have been said by the children.

Punch the cut-out illustrations (from above) with a single-hole punch. Then, place the illustrations on the floor. Place two knitting needles on the floor beside the illustrations. Group the children in a circle around the illustrations. Touch two children's shoulders, saying an Inuktitut sentence that contains one of the vocabulary words. The two children should rush in opposite directions around the circle and re-enter the circle where they left it. Then, each player should use a knitting needle to pick-up the illustration for the noun heard in the sentence that you said. Repeat.

Provide each child with a copy of Illustration 37 (from Lesson 1). Say one of the verbs from this Unit and the children should identify an illustration for the verb that you said. Repeat this process until all of the verbs have been identified in this way. Later, develop body movements for the different verbs. Say one of the verbs and the children should perform the correct body movement.

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Listening / Speaking - Creative Expression

ᐃᓐᓂᓐᓂᓐ Activities

Divide the children into two teams. Have the first player from each team step forward. The two players should stand about two feet apart, facing one another. Say one of the vocabulary words from this Unit and then the two players should try to out-stare one another. The first player to laugh must then repeat the vocabulary word that you said and then he must use it in a complete sentence. Repeat this process until all of the children have had a chance to play.

Have two children stand about three feet apart. Give each child a styrofoam cup. Place a button in one of the cups (or a pingpong ball). Say a vocabulary word from this Unit. Then, the children should begin tossing the button/ball back and forth, catching it with their cups. The first player to lose the button/ball should repeat the vocabulary word that you said at the beginning of the round and then he should use the vocabulary word in a complete sentence. Repeat this process until all of the children have had a chance to play.

ᐃᓐᓂᓐᓂᓐ ᐃᓐᓂᓐᓂᓐ Materials

• a copy of Illustrations 36 and 37 for each child • scissors for each child • pencil per child • a blank flashcard for each child • a die • 2 knitting needles • a single-holed punch • 2 styrofoam cups • a button or a pingpong ball •

Sight Recognition

Lesson 3

70

Activity Activities

Have two children stand, facing one another. Then, the first child should say a syllable from a word that he is thinking of (the first syllable in the word). Then, the second child should say another syllable to spell a word that he is thinking of. The two players should continue in this way, providing syllables back and forth until an Inuktitut word has been spelled. Of course the word that is finally spelled may be totally different from the word that the first child was thinking of. Repeat this process until all of the children have played. Write the words down that the children spell during the activity.

Each child should select one noun and one verb from this Unit to create a sentence. Mount the noun and verb sight cards on the board for this activity. Provide the children with writing paper and pencil. For example, a child might choose these two words:

٩٥٢ ٩٥٣ ٩٥٤

അപൂർവ്വ

...and he may use them to write the following sentence:

ᄒᄒᄒ ᄒᄒᄒ ᄒᄒᄒ ᄒᄒᄒ

Circulate among the children as they work, helping them as necessary. Afterwards, have each child read his sentence to the other children.

Give the children their 'sequence' illustrations, from Lesson 1. Review the illustrations that the children glued in sequence to their papers. Then, have each child write a word or sentence beside or under each of the illustrations. Once again, circulate among the children as they work, helping them as necessary. When the children have finished this activity, display the completed illustrations in the classroom once again.

Group the children in a circle. Give a child a small ball. That child should say an Inuktitut word (any word). Then the child should roll the ball to another child in the circle. The child who receives the ball should then say another Inuktitut word that begins with the same syllable as the first child's word. Repeat this process, occasionally beginning the activity afresh...with a word that begins with a different syllable.

Δε^ασ^βΔ^γΠ^δ Δ^εΣ^ζΛ^η Materials

- writing paper and pencil for each child
- sequence illustrations (from Lesson 1)
- a small ball

Verbs

السِّنَوِيَّة - sinew

Δεῖν/μεῖν - to widen

ΔΙΔΑΚΤΙΚΟ
Theme: Measuring - Length

ΔΕΥΤΕΡΟ ΣΤΑΔΙΟ 1
Lesson 1

ΔΕΥΤΕΡΟ ΣΤΑΔΙΟ ΜΟΤΙΒΑΤΙΟΝ Motivation

Introduce the concept of a 'cubit' to the children. Before the lesson begins, collect a long strip of cloth. Demonstrate the use of the 'cubit' using your 'elbow to finger tip'. Then, have a child use his 'cubit' (elbow to the end of the middle finger) to measure a 'cubit' on the sheet. Cut both of the 'cubits' from the sheet. Appear shocked to notice that they are both different lengths. Lead this into a discussion of the importance of 'standard' measurements.

Share an appropriate amount of the information from the 'Conceptual Development' box with the children. The children should understand that not all countries in the world use the same form of measurements.

ΑΝΑΔΕΙΞΗ Activities

Divide the children into pairs. Provide each pair with a length of language experience chart paper. Also, give each child a pencil. Divide each of the language experience chart papers in half with a felt pen. Write each child's name at the top of the paper-one name in each column. Then, the children should measure each other's height, width, length of foot, and so on using their hands, fingers, 'cubits', thumbs, etc. the children should record their measurements on their sheets of language experience chart paper. Later, have the children present their measurements to one another. The children should begin to see the importance of a 'standard' measure.

Provide each child with a copy of Illustration 38. This Illustration 38 contains illustrations of the forms of measurement to be introduced and developed in this Unit. Both the traditional Inuit and contemporary forms of measurement are represented in the illustrations. Use the illustrations to introduce the new vocabulary words to the children. Be certain that the children understand the meanings of the words as they are introduced.

Place a ball on the floor and group the children around it. Then, give a child a straight ruler and ask him to measure around the ball. The child should experience difficulty doing this. Introduce the concept of a 'tape measure' to the children. Use a tape measure to measure around the ball.

Provide each child in the class with a ruler or tape measure. Each child should then find an object in the classroom that he can measure. The child should illustrate the item that he has selected on a sheet of art paper. Under the illustration, a child should write all of the measurements for the item. Circulate among the children as they work, helping them as necessary. Afterwards, have each child present the item that he selected for this activity and then provide the measurements of the item.

ΔΕΥΤΕΡΟ ΣΤΑΔΙΟ ΥΛΙΚΑ Materials

• a long strip of cloth • a pair of scissors • language experience chart paper • felt pen • a ruler for each child • a tape measure • a ball • art paper for each child • a pencil for each child • a copy of Illustration 38 for each child •

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Listening / Speaking - Oral Reproduction

ᐱᓕᓐᓂᐱᓐ
Theme: Measuring - Length

ᐱᓕᓐᓂᐱᓐ 2
Lesson 2

ᐱᓕᓐᓂᐱᓐ ᐱᓕᓐᓂᐱᓐ ᐱᓕᓐᓂᐱᓐ Review of Vocabulary

Provide each child with a copy of Illustration 38 (from Lesson 1). Say one of the vocabulary words and then the children should point to the illustration for that word. Repeat this process until the children are able to respond well. The children should hear the vocabulary words a number of times during this process.

ᐱᓕᓐᓂᐱᓐ Activities

Group the children in a circle on the floor. Then, use masking tape to make measurements on the floor; foot, inch, yard, 'cubit', 'palm of hand', and so on. Repeat the vocabulary words as often as possible during this process. When the measurements are complete, have two children stand. Say one of the vocabulary words and the two children should run to the masking tape measurement on the floor. Repeat with other pairs of children until all children have participated.

Stand on one of the masking tape measurements (from above) and the children should identify (orally) the measurement. Repeat until all of the measurements have been identified in this way.

Provide each child with a copy of Illustration 39. This Illustration 39 contains the illustrations for the verbs for this Unit. Use the illustrations to introduce the verbs to the children. Say a sentence that contains one of the verbs and call upon the children to identify the illustration for the sentence that you said.

Have the children cut-out the illustrations from Illustration 39. When the children have cut-out the illustrations, say a sentence that contains one of the verbs and the children should hold-up the correct illustration for that sentence. Repeat until the children are able to respond well.

Mount the verb illustrations on the walls around the room. Darken the room and shine the light of a flashlight on one of the illustrations. The children should name the verb. Repeat until all of the verbs have been said in this way.

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Listening / Speaking - Creative Expression

ᐱᓕᓐᓂᐱᓐ Activities

Place the cut-out illustrations from Illustration 38 in one container and the illustrations from Illustration 39 in another container. Then, have each child remove one illustration from each container. When each child has a noun and a verb illustration, he should create an Inuktitut sentence that contains both the noun and the verb that he has. Provide the children with writing paper and pencils for this process. Circulate among the children as they work, helping them as necessary. Afterwards, have each child read his sentence to the other children.

Lay the cut-out illustrations (from above) on the floor. Cover them with a sheet. Group the children around. Place a small rolled section of masking tape on a child's finger or palm of his hand. That child should then reach under the sheet and attempt to 'stick' one of the illustrations to his hand/finger. When the child has an illustration attached to the masking tape roll, he should carefully remove his hand from under the sheet. The child should then identify the noun or verb for the picture and then he should use the vocabulary word in a complete sentence. Repeat this process until all of the children have played.

ᐱᓕᓐᓂᐱᓐ ᐱᓕᓐᓂᐱᓐ Materials

• a copy of Illustration 38 and 39 for each child • scissors for each child • masking tape • a flashlight • 2 containers (e.g.bags) • a sheet •

Sight Recognition

Theme: Measuring - Length

Lesson 3

Introduction

Mount a set of illustrations from Illustration 38 and one from Illustration 39 (Lesson 2) on the board. Group the children in front of the chalkboard. Before the lesson begins, prepare sight cards for the illustrations. Show one of the sight cards to the children and name it. Then, give it to a child. The child should match the sight card with the illustration on the board. Repeat this process until all of the sight cards have been presented and matched with the illustrations on the board.

Activities

Before the lesson begins, prepare a set of sight cards of specific lengths (in centimeters). For example, one sight card might be 10 centimeters long, another 15 centimeters long, and so on. Place the sight cards on the floor and place two rulers beside them. Then, divide the children into two teams. Say a measurement represented by one of the sight cards. For example, 'Ten centimeters.' When you say, 'Go,' the first player in each team should rush to the sight words at the other end of the room and use one of the rulers to try and find the sight card that has the measurement that you called. The first player to correctly identify the sight card and to read the word on it, wins the round. Repeat this process until all of the players have participated.

Make two long masking tape lines on the floor. Then, mark each line off in centimeters, using a ruler. Place sight words at the 'centimeter' markers on the lines. Divide the children into two teams. Play a game of measurement such as, 'Sixty centimeters,' and the first player in each team should rush to that marker on his team's line. The first player to reach the correct place and to identify the sight word there, is the winner for the round. Repeat this process until all of the players have participated. Prepare extra copies of the sight words for this activity, if necessary.

Decoding / Encoding

Activities

Provide each child with three or four sight words cards (prepare extra cards if necessary). Each child should cut his sight word cards in half - in the same place. To ensure this, write the sight words on the board and show the children where to cut their words. When the children have cut their words in half, they should turn the halves over on their desks and mix them up. Then, each child should select one of his word halves. Call a child's name and that child should hold-up his word half, and say it. Any child or children who have 'the other half' of the word should hold up their cards so that you can see them. All of these children (as well as the first player) should place their cards on the floor. Then, repeat the process with another child raising one of his word halves. The first child or children to have no word halves left on their desks win the game.

Each child should cut his sight word card halves (from above) into their individual syllabics. When the children have cut-out their syllabics, collect them and place them on the floor. Group the children around them. Each child should select one of the cut-out syllabics. Say a child's name and that child should say a vocabulary word from this Unit that contains the syllable he is holding. That child may then choose another syllabic from the center of the circle. Repeat this process until all of the children have participated. Keep the cut-out syllabics for use in Lesson 4.

Δε-σ-ΔΡΠC Δ9C 5 C Materials

- illustrations from Illustration 38 and 39 • masking tape • sight word cards • sight word cards of specific measurements (see above) • 2 rulers • 3 or 4 sight word cards for each child • scissors for each child •

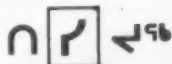
Activity Activities

Group the children in a circle and place the cut-out syllabics (from Lesson 3) in the center of the circle. Each child should enter the circle (one at a time) and remove one of the cut-out syllabics. When a child has his cut out syllabic, he should say an Inuktitut word that contains that syllable—not a word from this Unit. Repeat this process until all of the children have responded.

Group the children in pairs. Provide each pair of children with a handfull of cut-out syllabics (from above). The children should then use the cut-out syllabics to make as many Inuktitut words as they can. Circulate among the children as they work, helping with their words, as necessary.

Cut a strip of writing paper for each child. The strips should be cut into specific inches or centimeters. The strips should be of different lengths. Give one of the strips to each child. Firstly, each child should measure his strip. Then, each child should write a word or sentence that fits-into the strip that he has. Circulate among the children as they do this, helping them as necessary. Afterwards say, for example, ' Show me a fifteen centimeter writing.' The child or children who have '15 centimeter' strips should show their words/sentences. Repeat this process until each child has read the word(s)/sentence(s) on his strip of paper.

Provide each child with one of the cut-out syllables (from above). Each child should mount his cut-out syllable on a sheet of writing paper. Then, each child should create an Inuktitut word around the cut-out syllable. For example:



Afterwards, have the children read their words to one another.

Δε-σ-ΔPN^c Δ^{5b}C^b L^c Materials

- cut out syllabics (from Lesson 3) • strips of writing paper (see above) • pencil per child • ruler for each child • writing paper for each child •

Verbs

LD - deep soft snow

ከገቢያ - to collect

In valleys and fiords of the Arctic, the snow tends to be deep and poorly packed. Larger Arctic animals would experience great difficulty getting across such valleys and fiords. Due to the hard-packed nature of snow in the high Arctic, the Inuit never developed the use of snowshoes as did their cousins and the Dene of the lower Arctic. It has been said that Broughton Island is the only Eastern Arctic community where snowshoes can be effectively used—owing to the deep and poorly-packed snow in the area.

Motivation

Before the lesson begins, collect a 'machete knife' from home or from the community. Place the machete knife in a box or bag. Group the children together and tell them that you just bought your slacks (or shirt, blouse, etc). Suddenly, notice a 'loose thread' in the new clothing item. Ask the children to wait as you CAREFULLY reach into the container for the machete knife to cut the loose thread. The children should react and indicate that perhaps you have not chosen the best tool to cut the loose thread. Encourage the children to suggest proper uses for the machete knife. Lead the children to realize that the machete knife can be used for cutting snow.

Afterwards, put the machete knife in a safe place (you may wish to cover the blade of the knife with masking tape for added protection).

Activities

Encourage the children to suggest the different forms of snow that they see in their area. Write the forms suggested by the children on the board. Help the children with this activity by adding other forms (from the vocabulary list) when the children are not able to suggest further types of snow forms.

Before the lesson begins, collect a number of measuring cups. Ideally, these should be the glass or plastic types that are transparent. Reach out of the window or take the children outdoors to fill the cups with different amounts of snow. Back in the classroom, the children should note the differences in the amounts of original snow from the amounts of water resulting when the snow melted. The children should understand that it takes 25 centimeters of snow to make 2.5 centimeters of water. Encourage the children to imagine, therefore, how much snow one would have to collect to get 7 centimeters of water (the average size of a tea or coffee cup). Show 60 cm. on the board, using a meterstick.

Provide each child with a copy of Illustration 40. It contains illustrations for the nouns from this Unit. Use the illustrations to introduce the new vocabulary words to the children. Be certain that the children understand the meanings of the words as you introduce them. The children should hear the vocabulary words a number of times during this introduction process.

Mix different colours of Tempera paint with fairly hot water. Provide each child with a paint brush. Take the children outside and cut blocks of snow for the children, using the machete knife (from above). Each child should then paint a picture on his cut-out snow block, using his paint brush and the 'hot paint'. When the snow pictures are complete, they may be stood-up around the school for other children to see.

Introduce the verbs from this Unit to the children. The children should hear the verbs a number of times. Later, say one of the verbs and have the children perform an appropriate action for that verb. Repeat until all of the verbs have been used in this way. Be certain that the children understand the meanings of the verbs.

Materials

- a machete knife • masking tape • a container (box or bag) • clear measuring cups • a copy of Illustration 40 for each child • a paint brush for ea. child • different colours of Tempera paint • fairly hot water • paint containers •

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Listening / Speaking - Oral Reproduction

ᐱᓚᐱᓐᓂᐱᓐ
Theme: Snow

ᐱᓚᐱᓐᓂᐱᓐ 2
Lesson 2

ᐱᓚᐱᓐᓂᐱᓐ ᐱᓚᐱᓐᓂᐱᓐ ᐱᓚᐱᓐᓂᐱᓐ Review of Vocabulary

Provide each child with a copy of Illustration 40 (from Lesson 1). Each child should cut-out the illustrations from his copy of the Illustration 40. When the children have cut out their illustrations, say one of the vocabulary words and the children should hold up the illustration for the word that you said. Repeat this process until all of the vocabulary words have been identified in this way.

ᐱᓚᐱᓐᓂᐱᓐ Activities

Collect the old sheet (with the holes cut in it) that was originally used for Unit 11. Tape a cut-out illustration (from above) beside each of the holes. Have four children hold the ends of the sheet. Place the marble in the center of the sheet. When the marble falls through one of the holes, the children on that side of the sheet should identify the illustration beside the hole through which the marble fell. Repeat this activity with other groups of four children until all of the children have had a chance to play.

Lay the cut-out illustrations (from above) on the floor and group the children around them. Place a pile of confetti (made with a hole punch) near the illustrations. Call upon two children to enter the circle. Give each of the two children a 'fan' such as a book. Say the name of one of the vocabulary words and the two children should then 'fan' the 'snowflakes' (the confetti) until one of the children manages to fan one of the paper pieces onto the illustration for the word that you said. The first player to do this and then to say the vocabulary word for the illustration, wins the round. Repeat this process until all of the players have had a chance to play.

Place the cut-out illustrations (from above) on the floor and group the children around them. The illustrations should be face-down on the floor. Have a child reach into the circle with both hands and remove two illustrations; one in each hand. If the illustrations that the child took are the same, he should name them and keep them. If they are different illustrations, he should return them. Continue in this way until each child has played many times. The child or children with the most collected illustrations are the winners of the game.

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Listening / Speaking - Creative Expression

ᐱᓚᐱᓐᓂᐱᓐ Activities

Group the children in a circle. Run a length of yarn around the inside of the circle, having the children hold onto the yarn. Then, tie a large knot in one location in the length of yarn. Also, tie the ends of the yarn together with a small knot. Say one of the vocabulary words from this Unit and say 'Go.' The children should pass the yarn around the circle as quickly as they can, each child trying to avoid receiving the large knot in the yarn. When you clap your hands, the children should immediately stop sliding the yarn around the circle. The child left holding the large knot or the child nearest to the large knot should then repeat the vocabulary word that you said at the beginning of the round and then use it in a complete sentence. Repeat this activity until many of the children have responded.

Have each child prepare a name card. Collect the children's name cards and place them on the floor, face-up. Group the children around the name cards. Stand over the cards with a inflated balloon. Say a vocabulary word and drop the balloon. Name the child's name card on which the balloon lands. That child should repeat the vocabulary word that you said and then he should use the word in a complete sentence. Repeat.

ᐱᓚᐱᓐᓂᐱᓐ ᐱᓚᐱᓐᓂᐱᓐ Materials a felt pen for each child • a balloon •

• a copy of Illustration 40 for each child (from Lesson 1) • scissors for each child • the old sheet (from Unit 11) • a marble • masking tape • a hole-puncher • skein of yarn • a blank flashcard for each child •

Introduction

Before the lesson begins, prepare sight words for the vocabulary terms from this Unit. Mount all of the sight cards on the board and group the children in front of the board. Say one of the sight terms and call upon a child to identify the word that you said by approaching the board and pointing to the sight word. Repeat this process until all of the sight words have been introduced in this way.

Activities

Before the lesson begins, collect a medium sized box or boxes. Paint the box white. The box should resemble 'a snowblock'. Tape (securely) a sight word to each side of the box. Group the children in a circle. Place the box on the floor in front of one of the children. When you say, 'Go,' the children should begin rolling the box quickly around the circle...they should not pick the box up. When you clap your hands, the child left with the 'snowblock' should then name the sight word on the side of the box that is facing up. Repeat this process until all of the sight words have been identified a number of times in this way. You may wish to use other 'snowblocks' for this activity—or, change the sight words on the box occasionally.

Write each of the sight words on a sheet of light-coloured construction paper. Then, roll the papers into cylinders, stapling the edges together. Stand the cylinders on the floor at one end of the room. Group the children at the other end of the room. Give a child a small ball. Then, say one of the vocabulary words and the child should roll his 'snowball' (the small ball) to the cylinders, attempting to strike the cylinder that contains the sight word that you said. Repeat this process until all of the children have had a chance to 'roll the snowball'. This activity can also be done in 'team form'. In this case, have two balls for the children to use. The first player to strike the correct cylinder wins the round. You may station a child by the cylinders to return the balls.

$\Delta^L J \Delta \sigma^{\text{sb}}$ / $b \Gamma^{\text{sb}} / \Delta \sigma^{\text{sb}}$
 Decoding / Encoding

Activity Activities

Cut each of the sight word cards in half. Mount the cut-out halves on the board in a scattered formation. Group the children in front of the board. Place your left hand on one of the word halves and your right hand on the other half of the word. The children should identify the word. However, when you place your left and right hands on mismatched word halves, the children should clap their hands. Repeat this 'encoding' activity until the children are able to respond well.

Give two flashlights to the children. Say one of the sight words and the two children with the flashlights should then illuminate the two word halves necessary to produce the word that you said. Repeat until all the children have used the flashlights in this way.

Remove the word halves from the board and lay them on the floor. Divide the children into two teams around the word halves. Give the first two players in each team a long length of yarn. Say one of the words and the children should then join the word halves for that word, using their lengths of yarn. The first players to correctly join the necessary word halves wins the round. Repeat this process until all of the children have played. Have the children say each sight word after each round of the activity.

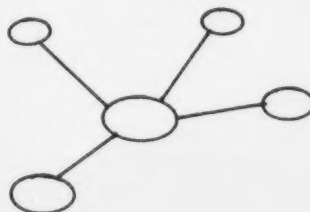
Δε-σ-ΑΡΟC ΔΕC' ΛC Materials

- set of sight word cards • scissors • masking tape • medium sized box or boxes • white paint • light-coloured sheets of construction paper • felt pen • 1 or 2 small balls • 2 flashlights • a skein of yarn •

Activities

Divide the children into three groups; one group for the 'present' tense, another group for the 'past' tense and another group for the 'future' tense. Say one of the verbs from this Unit and each group should prepare a sentence using that verb... in the three different tenses. Each group should identify a 'speaker' for itself. When the groups have their sentence ready, have each group present its sentence. Repeat this process using the other verbs from this Unit.

Prepare a 'web' on the board or on a sheet of language experience paper that looks something like this:



Write one of the nouns from this Unit in the center circle. Then, the children should try to think of as many verbs as possible for the outer circles. If this activity is done on language experience sheets, it can be repeated on three or four other sheets, using different nouns in the central circles. Later, cut the nouns out of the sheets and mix them together. Then, have the children match the cut-out nouns with the verbs in the language experience sheets.

Tell the children a short story about a hunter that goes out on the ice and gets lost in a blinding snowstorm. Make the story as interesting as possible. However, don't complete the story. Stop the story at its 'climax'. Then, have each child illustrate what he thinks happened 'next'. When the children's illustrations are complete, have each child tell his version of what happened 'next', using his illustration.

Provide each child with a sight word from this Unit. Prepare extra copies of the sight words before the lesson begins. Then, each child should write a complete sentence using his sight word card. Circulate among the children as they work, helping them as necessary. Later, have each child read his sentence to the other children.

Provide each child with a copy of Illustration 41. This Illustration 41 contains an illustration of a musk-ox which is struggling though deep snow in a valley. The illustration also contains a large empty text box. The children should imagine the 'thoughts' of the musk-ox and then write their ideas in the empty text boxes. Circulate among the children as they work, helping them as necessary. Later, have each child read his 'thoughts' to the other children.

Materials

- writing paper/pencil for each child
- language experience paper and a felt pen
- art paper and illustrating supplies for each child
- a sight word for each child
- a copy of Illustration 41 for each child

▶▶▶ Vocabulary

ᐃᑎᓃᐅᓯᓪᓐ Nouns

376 - tracks

כִּי - caribou

ᐃᔪ ᐅ ᐅᑦ - ptarmigan

▷ бѣ - rabbit

ᐅᐅᐅᐅᐅᐅᐅ - snowbunting ᐅᐅᐅᐅ - polar bear

ᐃᐱᐣᐱᐣ - lemming

ꞑꞑꞑꞑ - siksik

ᠨᠠᠯᠠᠭᠤᠨ - fox

ALP⁹⁶ - wolf

Verbs

LC ٤٣٥ -to follow

உசர்த - to discover

Cd 35 - to see

‘የሥ’ ጋራ - to search

⚡⚡⚡ - to identify

உய்யுத

१५४८७८

Δεῦτε ἄγε

צִדְקָה - to track

Conceptual Information for Teachers

Animal **tracks** are to the hunter as fingerprints are to the detective; they tell who or what has passed this way.

From a very early age, children would begin to discriminate the different tracks that they saw in the snow during the winter or in the mud of beaches in the summer. Often, the finding of animal tracks could be an important key to survival for a northern family.

When a trapper sets his traps, he would be quick to notice the tracks of wolverines or wolves who might attempt to steal the bait from the traps. Occasionally, to capture an animal, a hunter would bend a section of cartilage and insert it into a piece of meat. When the animal ate the meat, the cartilage would spring open, thus puncturing the animal's stomach. Then, the hunter had merely to follow the animal's tracks to find the dead or dying animal.

Albert Johnson, the 'mad trapper of Rat River' made '**tracks**' famous when he put on his snowshoes backwards in an attempt to confuse and mis-direct the RCMP officers who were chasing him.

In stories, tracks have played a key role, often adding elements of suspense. Robinson Crusoe discovered 'Friday' by first finding his tracks. Also, reports of the tracks of the 'Sasquatch' have been well documented. These footprints have been reported to be up to 41 cm. long and 18 cm. wide.

Inuit in the far north have reported finding tracks of the 'giant people' and also tracks of the 'tiny people'.

A hunter could often tell a great deal about an animal from its tracks. For example, the front paws of a hungry polar bear point inwards. The paws of a well-fed bear tend to be straight or even point slightly outwards.

Theme: Animal Tracks

Lesson 1

Δεδομένη η P_L η ϵ η η Motivation

Before the lesson begins, soften a very large ball of plastecine and then flatten it out on the floor. Use your bare foot to make an imprint of your foot in the clay. Place the imprint in a box. Group the children together and tell them that someone has been raiding your refrigerator at home. To find out who it was, you set a type of trap. However, the trap didn't work. Encourage the children to think of what other methods you might use to find out who or what has been raiding your refrigerator. The children may suggest putting flour on the floor so that you can see his/its tracks. If not, lead the children into that idea. Eventually, show the children the foot imprint that you made...the footprint of the raider of the fridge. For added humour, lead the children to understand that it is, in fact, your footprint.

Academic Activities

Encourage the children to recall items that make tracks; other than animals. List the suggestions that the children provide on the board or on a length of language experience paper.

Lay a length of mural paper on the floor. Spread a very thin layer of flour over the paper. Then, have some of the children walk over the flour; in socks, bare feet, with kamiks, and with running shoes. Afterwards, point to the different tracks and encourage the children to name the child who made the tracks. If you wish to have all children represented in the 'tracks mural', have each child (one at a time) make a track on the paper with only one foot.

Provide each child with a copy of Illustration 42. It contains the tracks of common northern animals. Encourage the children to identify the animals represented by the different tracks. Continue in this way until all of the tracks have been identified.

Before the lesson begins, cut out the illustrations from a copy of Illustration 43. It contains the animals that are represented by their tracks in Illustration 42. Mount the cut-out illustrations on sheets of construction paper and mount them on the board. Group the children near the board. Tape a copy of Illustration 42 on the board near the illustrations. Point to one of the animal pictures, saying its name. Then, tell the children that you are going to point to the animal's tracks. Purposely have difficulty doing this, so that the children tell you when you have identified incorrect tracks for an animal. Continue in this way until all of the animals and their tracks have been introduced and matched.

Δε-ΔΡΠC ΔC⁵C⁴ Materials • masking tape •

• large ball of plasticine • a box • language experience paper • a felt pen • mural paper • flour • a copy of Illustration 42 for each child • an extra copy of Illustration 43 (you may wish to run one copy off for each child as this Illustration will be used with the children in Lesson 2) • scissors • construction paper

ᐃᓄᐱᓐᓂᐱ
Theme: Animal Tracks

ᐃᓄᐱᓐᓂᐱ 2
Lesson 2

ᐃᓄᐱᓐᓂᐱ ᐃᓄᐱᓐᓂᐱ ᐃᓄᐱᓐᓂᐱ Review of Vocabulary

Mount the illustrations of the different animal tracks on the chalkboard. Group the children in front of the chalkboard. Show one of the mounted animal pictures (from Lesson 1) and call upon a child to match the animal with its tracks on the board. Repeat this process until all of the animals and their tracks have been matched. The children should hear the vocabulary words a number of times during this activity.

ᐃᓄᐱᓐᓂᐱ Activities

Provide each child with a copy of Illustration 43. The children should cut-out the pictures of the different animals. When the children's pictures have been cut-out, they should lay them on their desks, face-up. Then, show one of the animal tracks illustrations and the children should hold up the illustration for the animal that made the tracks. Then, have the children identify the animal by name. Repeat this process until all of the tracks and animals have been identified in this way.

Mount a length of mural paper on the board and group the children in front of it. Encourage the children to think of verbs that would go with the concept of 'tracks'. Write the verbs that the children suggest on the language experience chart paper. Then, remove the paper from the board and review the verbs with the children.

Provide each child with a thick sheet of art paper. Each child should then trace his foot and cut it out. Tape the cut-out prints securely to the floor, in a single-file. Place the animal illustrations at the end of the 'footprints'. Group the children at the beginning of the footprints. Have a child stand at the beginning of the prints. Say one of the vocabulary words (nouns) and the child should follow the tracks, stepping and hopping from track to track. When he reaches the illustrations, he should then identify the illustration for the word that you said. Time the child as he does this. Repeat until all of the other children have responded in the same way. The winner or winners of the activity are those children with the fastest times. Collect and keep these tracks for use in the next activity and again in Lesson 3.

ᐱᓚᐱᓐᓂᐱ / ᐃᓄᐱᓐᓂᐱ - ᐃᓄᐱᓐᓂᐱ ᐃᓄᐱᓐᓂᐱ
Listening / Speaking - Creative Expression

ᐃᓄᐱᓐᓂᐱ Activities

Group the children in a circle. Give each of the 'footprints' (from above) to the children. It is not necessary that each child receive his original footprint. When each child has a footprint, provide each child with a pencil. The children should then write their names on the footprints. When completed, collect and mix the footprints. Then, place them on the floor, face-down. Say one of the vocabulary words (noun for verb) and a child's name. That child should enter the circle and turn-over one of the footprints. He should then call the child's name that is showing on the footprint. That child in turn should then repeat the vocabulary word that you said then use it in a complete sentence. Repeat this process until all of the children have responded.

Group the children in a circle. Sit in the center of the circle with a flashlight. Darken the room. Say a vocabulary word and then spin the flashlight on the floor. When the flashlight stops spinning, follow the 'light track' to the child who is illuminated. That child should repeat the word that you said and then he should use it in a complete Inuktitut sentence.

ᐃᓄᐱᓐᓂᐱ ᐃᓄᐱᓐᓂᐱ Materials

• tracks illustrations (Lesson 1) • a copy of Illustration 43 for each child • scissors for each child • thick sheet of art paper for each child • pencil for each child • masking tape • a flashlight •

Сд-ДЖ ΔС⁶Мσ⁶
Sight Recognition

Theme: Animal Tracks

Lesson 3

Introduction

Before the lesson begins, prepare a set of sight cards for the vocabulary words from this Unit. Mount the sight words on the board. Group the children in front of the board. Darken the room and stand behind the children with a flashlight. Shine the light of the flashlight on one of the sight words, naming it at the same time. Repeat this process until all of the sight words have been introduced to the children.

Activities

Before the lesson begins, collect the 'footprints' that were developed in Lesson 2. On one side of each print is a child's name. Turn the prints over and write a sight word on the other side of each print. Then, place the prints on the floor so that the children's names are showing. Group the children around the prints. Call a child's name. That child should enter the circle to find his footprint. When he finds it, he should then turn it over and read the sight words on the other side of the print. Repeat this process until all the children have identified a sight word in this way. For added fun, you may wish to have two children do this at the same time. The first child to correctly find his footprint and then to read the sight word on the other side of the print would be the winner of the round.

Mount samples of the footprints (from above) on a sheet. Have two children hold the sheet up so that the other children can see the sight words. Stand behind the sheet with a flashlight. Shine the light of the flashlight through the sheet, eventually stopping behind one of the footprints. The children should identify the sight word on that footprint. Continue in this way until all of the sight words have been identified.

Δ¹JΔσ^{5b} / bΓ^{5b}/Δσ^{5b}
Decoding / Encoding

Activities

Mount a set of sight word cards on the board. Provide each child with a blank flashcard. Each child should then copy-down one of the sight words on his blank card. When the children's sight cards are ready, have each child cut his sight word in half (anywhere in the word). Then, collect one half of each child's word and spread these collected halves on the floor. The children should then bring their other word halves and make a circle around the work halves on the floor. When you say, 'Go,' the children should pass the word halves that they have around the circle in a clock-wise direction. When you clap your hands they should stop passing the word halves. Then, call a child's name and that child should enter the circle and find the other half of the word that he has in his hands. You may wish to have more than one child do this at the same time. Repeat this process until all of the children have had a chance to 'encode' a vocabulary word in this way.

Darken the room and use the light of a flashlight to print the first syllabic of one of the sight words on the wall or board. The children should watch as you do this. Then, call upon a child to identify the word that begins with that syllabic. It may be necessary to repeat the syllabic again for the children to see. Also, if more than one sight word begins with that syllabic, then more than one word would be possible as a correct answer. Repeat this process using other initial syllabics from other sight words.

Δε-σ-ΑΡΝC ΔΕΣC'Y' Materials

- a set of sight word cards • 'footprints' (from Lesson 2) • felt pen • a sheet masking tape • a blank flashcard for each child • pencil for each child (or felt pen) • scissors for each child • a flashlight •

Activities

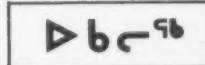
Write the following sequence on the board:

- 1.
- 2.
- 1.
- 2.

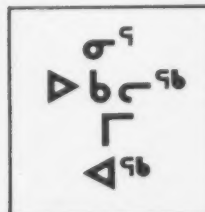
You may wish to add more as this activity progresses. Encourage the children to imagine that two hunters have just discovered some tracks in the snow. The children should think what the hunters could say to one another. Write the best sentences that the children provide beside the numbers (on the board). The number 1 represents one of the hunters and the number 2 is the other hunter. Afterwards, practice the dialogue with the children in choral (whole class), group (e.g. 2 groups) and individual (single children) forms.

Mount a set of sight word cards on the board. Then, give all of the cards in a deck of playing cards to the children (the children do not all have to have the same number of cards). When the children have their cards, hold a playing card from the other deck of cards beside one of the sight words. The child who has the very same card must then identify the sight words and then use it in a complete sentence of his own. He should then place that playing card on the floor. Repeat this process until a child ends-up with no playing cards left in his hand.

Provide each child with a sight word card. The children should then mount their sight word cards in the centers of large sheets of writing paper, e.g.:



Then, the children should use the syllabics of the sight word to create other words. The children should write their new words vertically, using the syllabics of the sight word, e.g.:



Later, have the children show their 'crossword puzzle words'.

Materials

- a set of sight word cards (Lesson 3)
- masking tape
- 2 decks of playing cards
- a sight word card for each child
- a large sheet of writing paper for each child
- a pencil for each child

Verbs

𐎧𐎠𐎡𐎹 - to chop
 𐎧𐎠𐎡𐎹𐎠𐎡𐎹
 𐎧𐎠𐎡𐎹 - to melt
 𐎧𐎠𐎡𐎹𐎠𐎡𐎹 - to get
 𐎧𐎠𐎡𐎹𐎠𐎡𐎹 - to bring in
 𐎧𐎠𐎡𐎹𐎠𐎡𐎹 - to be cautious
 𐎧𐎠𐎡𐎹𐎠𐎡𐎹
 𐎧𐎠𐎡𐎹𐎠𐎡𐎹

Occasionally ice forms on the ocean floor, particularly in fiords. Eventually large sections of this 'bottom ice' break off and rise to the surface; posing a possible danger to the unwary boater.

Δ/ΛΛ'Δ'Δ'
Theme: Ice

Δ'Δ'Δ'Δ'Δ' 1
Lesson 1

Δ'Δ'Δ'Δ'Δ'Δ' Motivation

Mount a map of North America on the wall and group the children near it. Find Sitka, Alaska on the map. Then, locate San Francisco. Tell the children that at one time many years ago, when San Francisco was a small city, the city of Sitka had something that the people of San Francisco really wanted. What could it have been that the ships carried so much of from Sitka to San Francisco? Lead the children to understand that it was 'ice' that was shipped regularly from Sitka to San Francisco. In those days, a person's ice cube literally travelled thousands of miles to reach his glass.

Lead the discussion into the different forms of ice seen in the Eastern Arctic.

Δ'Δ'Δ' Activities

The day before the lesson begins, freeze water in an icecube tray and in a bread pan. Present the ice to the children. Use the ice from the bread pan to represent a glacier. Place the 'glacier' on a desk and have the children touch it. They should notice that their fingers get wet. Encourage the children to imagine what might happen if the glacier moved forward, partway over the edge of the table. The children should eventually suggest that it might 'break off'. Lead this into a discussion of 'icebergs'. Place the ice cubes in a clear jar of water. Encourage the children to notice how much of the ice is below the water line, in contrast with the amount of ice that is above the water line. Tell the children the story of the Titanic, one of the largest and finest ships ever built, which sank 2 hours after hitting an iceberg (in 1912).

Place a section of celluloid wrap (e.g. Saran Wrap) in the bottom of a sieve. Then, pour water into the sieve. The children should notice how the water does not move through the sieve. Relate this simple experiment to the permafrost of the Arctic; the fact that permafrost does not allow water to enter deeply into the soil.

Provide each child with a copy of Illustration 44. This Illustration 44 contains illustrations of the different ice forms to be introduced in this Unit. Discuss each of the ice forms with the children, sharing information from the 'Conceptual Development' box from the cover page of this Unit.

Lay a length of mural paper on the floor. Group the children around the mural paper. Provide each child with felt pens, crayons, etc. Then, the children should fill the mural paper with illustrations of the different forms of ice. The children may wish to use their copies of Illustration 44 as models for this activity. Circulate among the children as they work, repeating the vocabulary words as often as possible. Later, when the mural is complete, display it in the classroom.

Δ'Δ'Δ'Δ'Δ' Materials

• map of North America • frozen water samples (see above) • celluloid paper • a sieve • water • a copy of Illustration 44 for each child • mural paper • illustrating supplies •

ᐃᖅᓴᓂᒃ ᐱᕋᑦᓴᐣᐤᐣᐢ ᐆᑦᓴᑦᓴᑦ Review of Vocabulary

Provide each child with a copy of Illustration 44 (from Lesson 1). Say one of the vocabulary words and the children should point to the correct illustration in their copies of the Illustration 44. Continue in this way until all of the vocabulary words have been recognized in this way. Afterwards, have the children cut the illustrations out in readiness for the next activity.

Assessment Activities

Make two large masking tape circles on the floor that represent 'ice pans'. Tell the children to stand in one of the circles. Then, have the children listen for a specific vocabulary word. When the children hear that word, they should move quickly to the next ice pan. Say a number of 'other' words, eventually repeating the word that you said at the beginning of the round. The children should respond. Repeat this process using other vocabulary words from this Unit.

Collect all of the cut-out illustrations (from the 'Review', above). Place all of the illustrations on the floor (face-up) in a scattered formation. Each child should stand among the illustrations. Then say one of the vocabulary words and all of the children should attempt to stand on the illustrations for the word that you said. Repeat this process using the other vocabulary words.

Provide each child with a copy of Illustration 45. This illustration contains illustrations for the verbs for this Unit. Say a sentence that contains one of the verbs and the children should identify the correct illustration. You may wish to have the children cut out the illustrations for this activity.

Group the children in a circle. Whisper a sentence that contains a noun and a verb (from this unit) in a child's ear. That child should whisper it to the child next to him, and so on until the last child in the circle hears the sentence. The last child should then repeat the sentence orally. Repeat this process, beginning each new round of the activity with a different child (so that a different child responds orally at the end of the round).

Activities

Before the lesson begins, collect a number of styrofoam cups. Number each cup from 1 to _____. Then, place noun and verb illustrations (from above) in **SOME** of the cups. Don't let the children see which cups have illustrations. Place the cups on the floor so that the children can see their numbers. Then, call a child's name. That child should call the number of a cup. Turn that cup over. If the cup contains an illustration, show it to the child. The child should then say a complete sentence using the vocabulary word for that illustration. However, if the cup does not contain an illustration, the child should remain silent. When a child calls the number of a cup that does contain an illustration, give him the illustration after he has said his Inuktitut sentence. Continue in this way until each child has had a chance to name a cup. The winners of the activity are those children who have the most number of illustrations collected.

Have the children stand facing one end of the room. Give a child a small unbreakable mirror. The children should pass the mirror around until you clap your hands. Then, the child holding the mirror should look over his shoulder with the mirror to see an illustration you are holding up. He should use the vocabulary word for that illustration in a complete sentence. Repeat until many children have responded.

Δε-σ-ΑΡΝ^ο Δ^οΒ^οΥ^ο Materials

- a copy of Illustration 44 for each child (from Lesson 1) • scissors for each child • masking tape • a copy of Illustration 45 for each child • styrofoam cups • a felt pen • a small unbreakable mirror •

Sight Recognition

Theme: Ice

Lesson 3

Introduction

Place the cut-out illustrations, from Lesson 2, on the floor and group the children around them. Prepare sight word cards before the lesson begins. Show one of the sight words and say its name. Give the sight word to a child and the child should enter the circle to find an illustration that matches the sight word. Repeat this process until all of the sight words have been introduced and matched with their illustrations.

Activity Activities

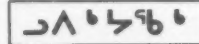
Mount the sight words on the board. Then, provide each child with a copy of Illustration 46. This Illustration contains a 'word find' outline. The children should then copy the sight words in the outline; writing the words horizontally, vertically, and diagonally. Then, any empty spaces should be filled with any other syllabics the children choose. When the children have completed their word find games, they should then exchange them with one another. Each child should then find the words in the word find game he received; circling the words with a coloured felt pen. Circulate among the children as they work, helping them as necessary.

Place the sight words at one end of the room. Divide the children into two teams. Give the first player in each team two squares of white Bristol board. Then, say one of the sight words. The players should then each place a sheet of Bristol board on the floor and step on it. Then each player should place the other sheet in front of himself and step on it with the other foot. To move forward, the player must lift his first foot and remove the square of Bristol board. He should then place it in front of himself for the next 'step'. Continue with this 'ice pan' walk until the children reach the sight words. The first player to reach the sight words and to correctly identify the sight word that you said wins the round. Repeat until all players have played.

Decoding / Encoding

Activity Activities

Before the lesson begins, prepare 'scattered word cards', such as the following:



Show one of the cards to the children and they should 'unscramble' the words to determine the sight word represented by the 'mixed-up syllabics'.

Collect the set of sight word cards used earlier in this lesson. Cut each word in half. Place half of the word halves in a pile and give the remainder to the children. When the children have their word halves, show one of your halves and the child who has the other half should hold it up and say the whole word. The child should then give his half to a child who doesn't have one. Repeat this process until all of the sight words have been 'encoded' in this way many times.

Group the children in a circle. Walk around the outside of the circle eventually stopping behind a child. Use your index finger to make the first syllabic of a sight word on the child's back. The child should 'feel' the syllabic and then identify a sight word that starts with that syllabic. You may wish to have the sight words on display for this activity. Repeat until each child has responded in this way.

Δε-σ-ΑΡΝΟ ΔΕΥΤΕΡΙΑ Materials

- cut-out illustrations (from Lesson 2) • sight word cards • scissors • a copy of Illustration 46 for each child • pencil for each child • 'scattered word cards' (see above) •

Activities

Provide each child with a copy of Illustration 47. It contains an illustration of a person who has unfortunately made tea with salt water ice. The illustration also contains a large empty text box. The children should imagine what the person is thinking, since he took a sip of the 'salty tea'. The children should write their ideas in the empty text box. Circulate among the children as they work, helping them as necessary. Later, have each child read his 'thoughts' to the other children.

Write the following base on the board ('ice'):

σλ

Then, encourage the children to think of post-bases that can be added to the base, e.g.:

σλ'χ'χ'χ

Write the post-bases that the children suggest. After suggesting a post-base, call upon a child to read his sentence.

Divide the children into two teams. Have the two teams sit on the floor facing one another, about ten feet apart. Give one of the players a small ball. That player (in 'Team 1') should then say a sentence in the 'affirmative' form, e.g.:

"σλ'χ'χ'χ"

Then, the child should roll the ball (or bounce it) to a player in the other team. The child who receives the ball should then respond by saying the same sentence in the 'negative' form, e.g.:

"σλ'χ'χ'χ"

Repeat this process until all of the children have had a chance to respond.

Materials

- a copy of Illustration 47 for each child
- a pencil for each child
- a small ball

Verbs

ᐱᕈᓂ ᐸᑦᐳᐅᐃᐅ - to charge

Theme: The Store

Lesson 1

Δεδομένη η έλλειψη κινήτρων Motivation

Before the lesson begins, collect a variety of different food containers (empty). Also, collect old clothing samples. Before the lesson begins, cut the bottom out of a large brown shopping bag. Place the bag on the floor and carefully pile all of the containers and clothing items in the bag. Staple the top of the bag shut. Group the children near the bag and tell them that you have just gone shopping. Encourage the children to suggest the types of things that you might have bought in the local store. Eventually, tell the children that you would like to show them what you bought. Lift the bag up and appear horrified to see all of your items fall on the floor. Use the containers and the food items for further discussion of the different things that can be purchased locally.

Activity Activities

Share information from the 'Conceptual Development' box on the cover page, with the children. If possible have cans of Campbell's Soup and Borden's Milk available for this presentation. Dramatize bartering with the children, attempting to trade for something the child has.

Select two of the items from your 'shopping bag'. Encourage the children to determine which item is 'cheaper' or which item is 'more expensive'. Repeat this process using other pairs of items from the bag. The children should begin to understand that it is not always the 'size' of an item that determines its worth; e.g. a small piece of jewellery may cost more than a coat.

Provide each child with a copy of Illustration 48. It contains illustrations for the nouns from this Unit. Use the illustration to introduce the vocabulary words to the children. The children should hear the vocabulary words a number of times during this introduction process. Afterwards, provide each child with a pair of scissors and the children should cut the illustrations out of the Illustration 48. Collect all of the cut-out illustrations and keep them for use later in this Unit.

Before the lesson begins, cut out pictures of items from old catalogues. Write the prices for the different items on a sheet of paper. Mount the cut-out pictures on sheets of construction paper. Group the children in front of the board. Mount one of the pictures in the chalkboard ledge. Then, call upon the children (one at a time) to guess the value of the item shown in the picture. When all of the children guessed, the child who guesses the exact amount OR an amount closest to the actual amount should get the picture. Repeat this process until all of the cut-out pictures have been used in this way.

Provide each child with an empty food container. Also, give the children glue, tape, and illustrating materials. Each child should then prepare an Inuktitut wrapper for his food container. The children should illustrate their containers and supply appropriate labeling for the containers. If you do not have enough food containers for all of the children, have the children work in pairs for this activity. Display the completed Inuktitut containers in the classroom.

AC-6420C 45°C Materials

- a large shopping bag • empty food containers • clothing samples • a copy of Illustration 48 for each child
• old catalogues • scissors for each child • construction paper • glue/tape/illustrating supplies for each child •

ᐱᓚᐱᓐᓂᐱ / ᐱᓚᐱᓐᓂᐱ - ᐱᓚᐱᓐᓂᐱ ᐱᓚᐱᓐᓂᐱ
Listening / Speaking - Oral Reproduction

ᐱᓚᐱᓐᓂᐱ
Theme: The Store

ᐱᓚᐱᓐᓂᐱ 2
Lesson 2

ᐱᓚᐱᓐᓂᐱ ᐱᓚᐱᓐᓂᐱ ᐱᓚᐱᓐᓂᐱ Review of Vocabulary

Mount a set of cut-out illustrations from Illustration 48 (from Lesson 1) on the board. Group the children in front of the board. Stand behind the children with a flashlight. Shine the light of the flashlight on one of the illustrations and say its name. The children should repeat the vocabulary word. Continue in this way until all of the vocabulary words have been reviewed with the children.

ᐱᓚᐱᓐᓂᐱ Activities

Lay the cut-out pictures of items (from the catalogues used in Lesson 1) on the floor, face-down. Group the children around the pictures. Be certain to have your list of the costs of the items. Say an Inuktitut sentence that contains a vocabulary word and then two children's names. Those two children should enter the circle and each child should pick-up one of the pictures. The children should show the pictures that they selected. The child who has the 'most expensive' item, should repeat the Inuktitut sentence that you said at the beginning of the round. Repeat until all children have participated in this way. Be certain that all of the pictures are mounted on the same color of construction paper otherwise the children may remember the pictures by the colours they are on. Mix the pictures up occasionally during the activity.

Place the cut-out illustrations of Illustration 48 (from Lesson 1) in a container. Each child should reach into the container and remove three illustrations. The children should lay the illustrations on their desks. Then, say three of the vocabulary words. Any child or children who have the three illustrations for those words should call, 'Bingo.' If no children have those three illustrations, continue saying other sets of three words. Repeat until all of the children have won.

Provide each child with a copy of Illustration 49. It contains illustrations for the verbs from this Unit. The children should cut out the illustrations. Then, say one of the verbs and the children should hold up the illustration for that verb. Repeat this process until all of the verbs have been reviewed in this way.

ᐱᓚᐱᓐᓂᐱ / ᐱᓚᐱᓐᓂᐱ - ᐱᓚᐱᓐᓂᐱ ᐱᓚᐱᓐᓂᐱ
Listening / Speaking - Creative Expression

ᐱᓚᐱᓐᓂᐱ Activities

Collect the cut-out illustrations (from above) and place them in a container and remove one of the illustrations. When each child has an illustration, call upon him to say the vocabulary word for his illustration in a complete Inuktitut sentence. Repeat this process until all of the children have responded in this way.

Provide each child with a blank flashcard. The children should number their cards (one number per child) from 1 to __ (depending upon the number of children in your class). Mount a set of illustrations from Illustrations 48 and 49 on the board. Group the children in front of the board (with their number cards). Point to one of the 'noun' illustrations and then to one of the 'verb' illustrations and call a child's number. The child with that number must then use the two vocabulary words (the noun and the verb) in a complete Inuktitut sentence. If this is too difficult at the beginning, begin with either a noun or a verb for each child. The children may exchange number cards after each round of the activity. Repeat this process a number of times.

ᐱᓚᐱᓐᓂᐱ ᐱᓚᐱᓐᓂᐱ Materials

- cut-out illustrations from Illustration 48 (from Lesson 1) • masking tape • pictures of items from catalogue (from Lesson 1) • copy of Illustration 49 for each child • scissors for each child • a blank flash card for each child • pencil for each child • a container (such as a bag) •

Cḡḡḡḡ ልጽርጽጽ Sight Recognition

ልገረጽጽ
Theme: The Store

ልጽጽጽ 3
Lesson 3

ልገገጽጽ Introduction

Before the lesson begins, prepare a set of sight cards. Place each of the sight cards in one of the food containers (from Lesson 1). Place the food containers on the floor and group the children around them. Present one of the containers to the children, eventually noticing with alarm that 'there's something inside it!' Remove the card and show it to the children, saying the word at the same time. Repeat this process until all of the sight words have been presented.

ልገገጽጽ Activities

Provide each child with a sight word card (prepare extra sight word cards if necessary). Also, provide each child with a small portion of modelling clay. Each child should then make 'strings' of modelling clay by rubbing the modelling clay between his hands. When a child has 'modelling clay strings' he should then press them to the syllabics on this sight card, outlining each syllabic. When complete, each child's sight words will be completely outlined with the modelling clay. Collect the clay words and place them on the floor. Group the children around the words. Blindfold a child and place a clay word in front of him. The child should feel the shapes of the syllabics and then attempt to name the word. Each child should be given three attempts at naming the word. This activity can also be done in 'team form', in which case you would blindfold the first player in each team. The first player to correctly identify his sight word wins the round. Repeat this process until all of the children/players have played.

ልገገጽጽ / ልገገጽጽ Decoding / Encoding

ልገገጽጽ Activities

Cut each of the sight word cards (from above) in half. Give each of the word halves to the children (each child should have a word half). Group the children in a circle. Give the end of a yarn length to one of the children in the circle and the other end of the yarn to a child at the opposite end of the circle. The children should then pass the yarn ends around the circle in a clock-wise direction as quickly as they can. When you clap your hands, the children should stop passing the yarn ends around the circle. The two children left holding the yarn ends must hold-up their word halves and each child should take his turn naming the sight word represented by his word half. Repeat this process until most of the children have responded. The children may exchange word halves periodically during the activity.

Group the children in front of you. Move your lips, saying one of the vocabulary words without actually voicing it. The children should watch your lips carefully and then attempt to identify the word that you said. Later, when the children are able to do this well, repeat the process using whole sentences. You may wish to do this in 'team form', in which case the first player to correctly identify the word or sentence that you say wins the round.

ልገገጽጽ ልገገጽጽ Materials

• set of sight word cards • food containers (Lesson 1) • sight word card for each child • modelling clay for each child • scissors • yarn •

Activity Activities

Provide the children with pages from an old catalogue. Each child should select a picture from the catalogue and mount it on a large sheet of art paper. Then, each child should develop an advertisement poster for the item he or she selected. Circulate among the children as they work, helping them as necessary. Afterwards, display the completed posters in the classroom or hallway.

Prepare a form such as the following on the board:

Word	Food	Clothing	Place

Write a vocabulary word from this Unit VERTICALLY in the left hand column, e.g.:

Word	Food	Clothing	Place
ر d	أ y	ق c	ع a

Then, the children should use the syllabics of the vocabulary word to suggest the names of food items, clothing items, and places. Write the words that the children suggest in the correct columns. When the children cannot think of a word for a given column, write a dash in the column. Repeat this process using other vocabulary words and their syllabics.

Provide each child with a strip of white paper. Each child should then prepare a shopping list. Each child's list should include the names of the items he wants to purchase and their possible value. Have the children add-up their figures to determine how much money they will need for their 'shopping sprees' (or if this is too difficult of the children to do at this stage, add their figures for them). Later, have the children compare and contrast the items that they decided to buy and the amounts of money for the different 'shopping sprees'.

Δ^aσ^aΔ^aΠ^c Δ^bΠ^bΔ^bΠ^c Materials

- a white strip of paper for each child
- a pencil for each child

ᐱᕈᖅ ᑭ Nouns

𐎧𐎺𐎠𐎹 - catsup
 𐎠𐎽𐎢 - vinegar
 𐎠𐎺𐎠𐎹 - salt
 << - pepper
 𐎠𐎽𐎢𐎺𐎠𐎹𐎺𐎠𐎹𐎺𐎠𐎹 - seal oil
 >𐎠𐎽𐎢𐎺𐎠𐎹𐎺𐎠𐎹 - lard
 𐎺𐎠𐎹𐎺𐎠𐎹 - fat
 𐎺𐎠𐎹𐎺𐎠𐎹 - aged seal oil

٧٠٠ Verbs

ገረጽ - to dip
 ሠጸ - to sprinkle
 ለገጽ - to add
 ለገጽ - to pour
 ለገጽ - to mix together
 ለገጽ - to flavour

Adjectives

𐤀𐤌𐤅𐤍𐤕𐤕 - too spicy
 𐤏𐤕𐤕𐤕𐤕𐤕𐤕 - too rich
 𐤏𐤕𐤕𐤕𐤕𐤕 - just right
 𐤏𐤕𐤕𐤕𐤕𐤕 - too bland

Conceptual Information for Teachers

Catsup/Ketchup/or Catchup originates from a Malaysian condiment called 'Kaychup'. Catsup was actually popular in England for a hundred years before being accepted in America. In 1876 H.J. Heinz began producing catsup from tomato pulp, sugar, **salt**, **vinegar**, spices and sometimes mustard. At one time the tomato was considered to be a poisonous fruit and no-one would touch it. Finally, a man named Johnson ate a bushel of tomatoes in Salem, New Jersey, in 1830 to prove that the tomato was not poisonous. To everyone's amazement, Johnson did not die.

Vinegar is a diluted solution of (acetic) acid. Any sugar-containing substance that can turn to alcohol can be used to make vinegar. Also, fruit juices and certain grains can produce vinegar. Vinegar has long been used as a food preservative. Vinegar is mentioned in the Bible. The most famous vinegars come from France. In fact, the name 'vinegar' comes from the French 'Vin' (wine) and 'aigre' (sour)...since most early vinegars were made from 'sour wine'. In England, 'sour beer' would often be used as a food preservative.

One old legend says that the benefits of salt were first realized when a wounded pig ran into the ocean and drowned; the meat was afterwards eaten and enjoyed by all. Most meat eating societies (such as the Inuit) received enough salt in the meats they ate. However, cultures that ate vegetables developed a need for salt. The oceans of course are salty—each 1.5 litres of sea water contains about 125 ml. of salt. Natural salt beds are to be found near Fort Smith in the N.W.T. The Catholic church used to hire men to get the salt for their missions.

Pepper is native to Indonesia but is now grown in other countries. Pepper from the unripe berries is black while pepper from the ripe berries is white.

Traditionally and still today, the Inuit used **seal oil, fat, blubber and blood** as condiments. The half-digested moss of the caribou's stomach was also used (when available) as a condiment.

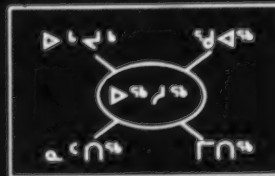
At one time, it was taboo for the Inuit to eat the meat of land animals and the meat of sea animals at the same time.

Δεδομένα PL > 40% Motivation

Before the lesson begins, collect samples of the condiments suggested on the cover page of this Unit. Also, collect two pieces of bread and a jar of honey. Group the children together and tell them that you are going to make yourself a honey sandwich. The children should watch as you put the honey on the bread. Have the other condiments in a bag. Reach into the bag and pretend to proceed with putting it on your sandwich...for example, use the catsup. The children should quickly tell you that catsup doesn't go with a honey sandwich. Repeat this process using the other condiments from the container. The children should begin to realize that not all condiments go with all foods.

Academic Activities

Stand the condiments on a desk. Mount a length of language experience chart paper on the board for each of the condiments. Make a circle in the center of each sheet of paper, e.g.:



Then, write the name of a condiment in one of the circles. Encourage the children to suggest food items that go with the condiment. Repeat this process until a 'chart' of this form has been completed for each of the condiments.

Provide each child with a copy of Illustration 50. It contains illustrations for the different condiments. Review the condiments with the children. The children should hear the vocabulary words a number of times during this process. Afterwards, have the children cut out the illustrations as they will be used in Lesson 2.

Share information from the 'Conceptual Development' box in the cover page of this Unit with the children. You may wish to use a map of the world to indicate locations that are included in the information.

Provide the children with old magazines. The children should look through the magazines to find pictures of food items. When a child has found a picture of a food item, he should cut it out and mount it on a sheet of art paper. Then, the child should create illustrations of condiments that he would use with that food item, around the picture itself. Circulate among the children as they work, helping them with this process. Display the completed illustrations in the classroom.

Δε-σφαιρικό Διείσδυτικό Υλικό

- samples of the condiments • a container • 2 pieces of bread • a jar of honey • a knife • language experience chart sheets • copy of Illustration 50 for each child • illustrating materials/supplies for each child • map of the World •

Listening / Speaking - Oral Reproduction

Theme: Food Condiments

Lesson 2

Review of Vocabulary

Place the condiment samples on the floor and group the children around them. Then, place the cut out illustrations from Illustration 50 (from Lesson 1) on the floor beside the condiments. Call a child's name and that child should pick-up one of the illustrations and match it with its condiment sample. Say the vocabulary word for the child. Repeat until each child has matched an illustration and a condiment sample and until the children have all of the vocabulary words.

Academic Activities

Provide each child with a set of the cut-out illustrations from Illustration 50 (from above). Or, have each child enter the circle (after the above activity) and select a complete set for himself (have a master set on display). When each child has a set of the illustrations, say the name of a food item and the children should hold-up a condiment that is good for that food (more than one condiment may be good for each food item that you name). Repeat until the children have responded a number of times.

Mount a set of the illustrations from Illustration 50 on the board. Group the children in front of the board. Point to one of the illustrations and say a sentence that contains its vocabulary word. The children should repeat the sentence. However, when you point to an illustration and say a sentence that does not go with it, the children should clap their hands once. This activity helps the children to combine what they are seeing with what they are hearing. Repeat this process a number of times.

Introduce the adjectives and the verb for this Unit to the children. Use food samples to represent the different adjectives (pictures). Then, develop facial expressions with the children for the different adjectives. Afterwards, say one of the adjectives and the children should make the correct facial expression.

Mount the three food picture^s (spicy/rich/bland) on the board. Darken the room and stand behind the children with a flashlight. Shine the light on one of the pictures, saying a sentence that contains its vocabulary word. The children should repeat the sentence. Afterwards, give the flashlight to the children and say a sentence. The children should then shine the light on the correct food picture.

Listening / Speaking - Creative Expression

Academic Activities

Place sheets of paper on the floor—one less than the number of children in your class. Have all of the children, except one, stand on sheets of paper. The child who does not have a sheet of paper is IT for the first round of the activity. Say a vocabulary word from this Unit. Then, tell the children to listen for that word again. When they hear you say that word again, they should quickly change places. However, IT must also try to stand on a sheet of paper. The child who is left without a sheet of paper must then repeat the vocabulary word that you said and then use it in a complete Inuktitut sentence. Repeat this activity a number of times.

Give each child a number card and place an identical set of cards in a container. Say one of the vocabulary words or show one of the illustrations/pictures from this Unit and reach into the container to remove a number card. Call the number showing on the number card. The child who has that number should then repeat the vocabulary word that you said and then he should use the word in a complete Inuktitut sentence. Repeat this process until all of the children have played. You may wish to have the children exchange number cards periodically during the activity.

Δεδομένα: $\Delta T = 10^\circ\text{C}$, $\Delta t = 10\text{ s}$, $\rho = 1000\text{ kg/m}^3$, $c_p = 4186\text{ J/kg}\cdot^\circ\text{C}$, $h = 1000\text{ W/m}^2\cdot^\circ\text{C}$, $A = 0.01\text{ m}^2$, $V = 0.001\text{ m}^3$

- condiment samples • illustrations from Illustration 50 (from Lesson 1) • pictures of foods for 'spicy/rich/bland'
• masking tape • sheets of paper • a number card for each child and a matching set of number cards • a container •

Sight Recognition

Theme: Food Condiments

Lesson 3

Introduction

Before the lesson begins, use oil (seal oil or vegetable oil) and a paintbrush to write the sight words for this Unit on a sheet of brown mural paper. Have two children hold the sheet of paper in front of the windows or in front of an overhead projector so that the words can be seen. Use the 'oily words' to introduce the vocabulary words to the children. The children should hear the words a number of times during this introduction activity.

Activities

Before the lesson begins, prepare a set of sight word cards for the vocabulary terms from this Unit. With the 'oily words' from above, still on display, give a child one of the sight cards and he should match it with its 'oily word'. The child should then name the sight word. Repeat this process until all of the sight words have been matched and said in this way.

Before the lesson begins, prepare an extra set of sight word cards. Place the two sets of sight word cards on the floor, face-up. Group the children around the cards. You may wish to divide the children into two teams. Have one player from each team enter the circle and kneel by the sight cards. Say one of the sight words and toss a nerf ball into the air. The players must identify the sight word that you said before the nerf ball hits the floor. The first player to do this successfully wins the round. If a nerf ball falls too fast for your children to recognize the sight words, an inflated balloon can be used. Repeat this process until all of the players have participated.

Decoding / Encoding

Activities

Place an overhead projector on the floor facing the board or a screen. Place a sheet of acetate paper on the projector's screen. Then, pour an amount of catsup on the acetate paper. Then, use your index finger to write an initial syllabic from one of the sight words in the catsup (smooth the catsup out first). When you have made the syllabic, call upon a child to identify the sight word that begins with that syllabic. Repeat this process until all of the sight words have been identified in this way. You may wish to use syllables that come at the ends or in the middle of the sight words. Later, say a vocabulary word and have a child make the syllabic for that word (any syllable found in the word). Have paper toweling available to clean the children's fingers after each round of this activity.

Place the sight word cards (2 sets, from above) on the floor at one end of the room. Group the children in two teams at the other end of the room. Say a syllable that is found in one of the sight words. When you say, 'Go,' the first player in each team must rush to the sight words. The first player to correctly identify a sight words that contains the syllable that you said, wins the round. Repeat this process until all of the children have played.

Materials

• oil • paint brush • mural paper • an overhead projector • 2 sets of sight cards • a nerf ball or balloon • an acetate sheet • catsup •

ᐱᓂᐱᓐᓂᓐ Activities

Place the two sets of sight word cards (from Lesson 3) in a container. Have each child reach into the container and remove one of the cards. When each child has a sight card, he should then write a sentence that contains his sight word. Circulate among the children as they work, helping them with this process. Later, when all of the children have completed their sentences, have a child read his sentence to the other children, purposely omitting the sight word. The other children should then attempt to name the sight word that the child used to write the sentence. Repeat until each child has had a chance to read his sentence in this way.

Write the following 'point of departure' on the board:

_____ ᐱᓂᓐᓂᓐ.

Then, each child should write the 'point of departure' on a sheet of writing paper, filling the space in with a word of his own. Afterwards, have each child read his completed sentence to the other children.

Write two syllabic columns on the board, such as the following:

ᐱ
ᐱᓂ
ᐱᓂᓐ
ᐱᓂᓐᓂ
ᐱᓂᓐᓂᓐ

ᐱᓂᓐᓂᓐ
ᐱᓂᓐᓂᓐ
ᐱᓂᓐᓂᓐ
ᐱᓂᓐᓂᓐ
ᐱᓂᓐᓂᓐ

Divide the children into two teams. When you say, 'Go,' the first player in each team must rush to one of the columns and write an Inuktitut word around one of the syllabics. Continue in this way until all of the players have played. Be certain that the children use their best printing form for this activity...do not accept sloppy syllabics.

Provide each child with a dark sheet of construction paper, glue/paste and an amount of salt. The children should use their glue/paste to make words on their construction paper sheets. Then, before the glue/paste dries, the children should sprinkle their salt over the syllabics, thus producing 'salty words'. When the 'salty words' are complete, have each child say his word. Display the 'salty words' in the classroom or hallway.

ᐃᓂᓐᓂᓐ ᐱᓂᐱᓐᓂᓐ Materials

- 2 sets of cards (Lesson 3) • a container • writing paper and pencil for each child • a dark sheet of construction paper/glue or paste/salt for each child •

ᐃᓂᐅᓴᓴᓴ ᑭ Nouns

Δ<<?N'JΓ<?N' - spatula

>Dḥ / >Dḥ - sieve

Δ>Δ< ♂ ♀ ♀ ♂ - frying pan

🍴 - ladle

ᐃᓴᑦᑐᑦ ᐅᑦᑐᑦ ᐃᑦᑐᑦ ᐃᑦᑐᑦ - pot(small)

▷ ◁ ↺ ↻ ⏪ ⏩ ⏮ ⏭ ⏯ ⏰ - pot(big)

$\Delta \sigma^{\text{th}} / \Delta T$ - thermometer

◀ ◊ ▶ - cookie sheet

L' b Δ 5 -large bowl

Verbs

לִצְלוֹת - to fry

ረቢረቢ - to boil

ΔΙΔΑΞΑΝΤΕΣ ΔΕ ΤΟΝ ΠΑΤΕΡΑ - to bake

Conceptual Information for Teachers

The types of foods that one cooks often determines the types of cooking implements found in a kitchen. The well supplied kitchen may have implements whose uses have to be explained; the utensils not being familiar.

Traditionally, the Inuit used very few cooking utensils as the menus did not call for a wide range of equipment. Some Inuit, in the Western Arctic, prepared cooking utensils from copper that was found locally. Mostly, Inuit would use knives either in the shape of ulu (the woman's knife) or shaped to cut meat and fish in readiness for cooking.

When whalers began visiting the Baffin area, many of them brought their wives with them. From these women, the Inuit ladies learned a great deal about the 'strange' cooking utensils. It can be assumed that these early whaler's wives were probably the first women to introduce other cooking methods and implements to the Inuit women. Of course, the whaler's wives undoubtedly learned a great deal about northern foods as well from the Inuit ladies.

In this Unit, some of the 'basic' implements of today's kitchen will be introduced and developed with the children. Many of these items do not have Inuktitut names. Therefore, the English names will be used; fitting the English names into the Inuktitut sound system. This form of 'language development' has already happened to a great extent in the north and is certainly a component of most languages the world over.

ΔΓΛΛ'Σ'Γ'Π'
Theme: Cooking Utensils

Δ'Σ'Γ' Σ'Σ'Σ'Σ'Σ'Σ' 1
Lesson 1

Δ'Σ'Γ'Π'Σ'Γ'Π' Motivation

Before the lesson begins collect a set of tools (hammer, screwdriver, etc.) and a set of cooking utensils (according to the vocabulary list on the cover page). Place all of the items in a container. Group the children together and tell them that you are about to begin cooking a meal. You decided to bring your cooking tools to show the children. As you talk, reach into the container and remove the hammer. Appear shocked when the children tell you that you don't usually cook with a hammer. Reach into the container once again, removing one of the kitchen utensils. Identify it for the children and encourage them to tell you its uses. Repeat this process, presenting the tools and cooking utensils until the container is empty.

Δ'Σ'Γ' Activities

Demonstrate the uses of the different cooking utensils. Use flattened plasticine to demonstrate the use of the 'spatula'. Water, with crayons floating in it, can be used to represent the uses of the 'sieve'. Be certain that all of the children understand the uses for the different utensils.

Lay a length of mural paper on the floor and group the children around it. Place the cooking utensils on the paper. Supply each child with a pencil or felt pen. The children should then do tracings of the different cooking utensils. The children should continue to trace the items, sharing them, until the entire sheet of mural paper has been covered. Circulate among the children as they work, repeating the vocabulary words as often as possible. Later, when the mural is complete, display it in the classroom. It will be used for review purposes in Lesson 2.

Mount a length of language experience paper on the board. Encourage the children to suggest other cooking implements that they have seen. Do simple illustrations of the cooking implements that the children provide. Continue until the children have provided all of the items that they can think of.

Provide each child with a copy of Illustration 51. It contains illustrations for the verbs from this Unit. Introduce all of the verbs to the children, having the children find the illustrations on their copies of Illustration 51. Be certain that the children understand the meanings of the verbs. Demonstrate all of the verbs to the children. Afterwards, supply each child with a pair of scissors and each child should cut out the illustrations in his copy of the Illustration 51. Collect the cut-out illustrations and keep them for use in this Unit.

Δ'Σ'Γ'Π' Δ'Σ'Γ' Materials

• tool samples • cooking utensils • a container • plasticine • crayons • water • mural paper • pencil/felt pen for each child • copy of Illustration 51 for each child • scissors for each child •

Lesson 2

Listening / Speaking - Creative Expression

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ረዕሰ ስራ ልማት Sight Recognition

፳፻፲፭ ልማት
Theme: Cooking Utensils

፳፻፲፭ ልማት 3
Lesson 3

፳፻፲፭ Introduction

Before the lesson begins, prepare a set of sight word cards. Lay the cards face-down in the bottom of a box. Attach a small amount of rolled masking tape to each card. Present the box to the children telling them that you have made soup. Reach into the box with the ladle, touching a masking tape roll so that a word sticks to the ladle. Appear shocked to find the word...show it to the children and name it. Repeat this process until all of the sight words have been introduced.

፳፻፲፭ Activities

Place two measuring cups on the floor at one end of the room. Also, place a large container of flour between the measuring cups with two mixing spoons in it. Place the sight words on the floor near the measuring cups/flour. Group the children in two teams at the end of the room. Say (for example), 'One cup,' and a sight word. Then, the first player in each team must rush to the flour and fill the measuring cup to the level you said. The first player to do this and then to identify the sight word that you said, wins the round. In using the measurements, be certain to use measurements that the children know. If measurements are too difficult for the children, you can mark the cups with coloured felt pens or paint; each colour representing a different level. Repeat this activity until all of the children have played.

Mount the sight words from this Unit on a sheet. Have two children hold the sheet so that the other children can see the words. Place an overhead behind the sheet, with its light on. Place the cooking utensils behind the sheet. Pick up one of the cooking utensils and hold it beside its sight word. The children should say the sight word. However, when you hold a cooking utensil beside a sight word that does not go with it, the children should remain silent. Repeat this process, using all of the cooking utensils and sight words.

፳፻፲፭ / ፳፻፲፭ Decoding / Encoding

፳፻፲፭ Activities

Cut each of the sight word cards into its individual syllabics. Then, spread the syllabics on the floor in a scattered formation. Group the children around the cut-out syllabics. Give a child a length of yarn or string that has a sticky ball of masking tape at the end. The child should hold onto the end of the string/yarn and then toss the ball into the circle, attempting to attach it to one of the syllabics. When the child has 'landed' a syllable, he should read it to the other children and then name a sight word that contains that syllable. Repeat until all of the children have had a chance to participate.

Collect the cut-out syllabics (from the previous activity) and mount them on the walls around the classroom. Darken the room and group the children together in the center of the room. Give a child a flashlight. Say one of the vocabulary words and the child should illuminate the syllabics for the sight word that you said. Repeat until all of the children have had a chance to participate.

Provide each child with writing paper and pencil. Say one of the sight words and the children should write that word on their paper. Repeat, using other sight words. Afterwards, correct the children's words with them.

፳፻፲፭ ፳፻፲፭ Materials

- set of sight cards • masking tape • a box • 2 measuring cups • flour • a sheet • an overhead projector
- cooking utensils • scissors • yarn • writing paper and pencil for each child •

Activity Activities

Place the cooking utensils on a table where the children can see them. Then, provide each child with writing paper and pencil. Each child should then write 'adjectives' that describe one of the utensils. Assist the children, as necessary. When each child has written his adjectives, have him read them to the other children. The other children should then attempt to identify the utensil from the child's adjectives.

Mount the verb illustrations (from Lesson 1) on the board and group the children in front of the board. Then, encourage the children to provide 'adverbs' for the verbs...adverbs such as, slowly, fast, late, etc. Write the adverbs that the children suggest on the board, among the illustrations.

Provide each child with a sight word card. When each child has a sight card, say a child's name. That child should then read his sight word and then provide an Inuktitut sentence that contains that word. Repeat until all of the children have said a sentence. You may wish to tape the children responding, so that they can listen to themselves afterwards.

Place the cooking utensils on the floor and group the children around them. Then, say a child's name. That child should then describe a food item that he is cooking. After the description, he should call upon another child to identify the utensil that would be best to use for the food item. Repeat, having other children provide the food items.

Mount a length of language experience chart paper on the board. Group the children near the paper. Then, say one of the vocabulary words from this Unit and call upon a child to say a pattern for that word. Write the pattern on the paper. Repeat using three or four other words. Then, read the completed sentences with the children. After reading the sentences with the children, cut the sight word or word part from each sentence and mix them up. Then, have the children match the sight words with the sentences from which they were cut. Repeat until all of the sight words and sentences have been matched.

Δε-α-APN^c Δ^{5b}C^b L^c Materials

- cooking utensils • writing paper and pencil for each child • verb illustrations • sight word card for each child • tape recorder and blank tape • language experience chart paper • felt pen • scissors •

ᐱᓂᑦᑐᑦ Nouns

< ǂ ǃ - table knife

Δ - ulu

ሳን - spoon

45 46 - bowl

4 - plate

▶ 肉切刀 - meat cleaver

فعل Verbs

Λεβ. 25 - 10 cu:

ᠪᠫᠠᠭᠤᠨ - to 'fork'

ᐅᓴᓴᓴ - to spoon

▷◁ ၵံး ၵံး - to wash

ᲡᲣᲗᲠᲚᲗ - to break

Conceptual Information for Teachers

Eating utensils have been many and varied throughout the ages. Originally man used stone and flint with which to eat. Later, man used bronze and iron. It is believed that the fork was introduced in Italy in the 11th century by a princess from Byzantine. However, the fork did not become popular until the 15th century. Even then, few but the very wealthy used forks. Forks were usually used for eating fruits and not for the main course. Diners usually carried their own forks. Inns at the time did not provide eating utensils for travellers. The early forks were straight with a knob at one end. The two points were straight extensions of the handle. During the 17th century, the fork was refined. It was made heavier and a shaft was added. Also, another point (now totalling three points) was added to the fork. Much later, another point was added to the fork, bringing the total to four—the basic appearance of the fork today. There are different kinds of forks; dessert forks, dinner forks, even an 'ice cream fork'.

Knives have, of course, long been a part of man's existence. Fine knives have been produced in Sheffield, England since 1189-99. Richard the 1, King of England during the time of 'Robin Hood' had knives and swords made in England. Many of the early knives told; an influence from Roman times. The Romans were the first to invent the 'pocket knife' which could be folded. In 1832 dinner knives were first produced in America, in New Jersey.

Spoons and dippers have been in use since the earliest times; the first 'spoon' undoubtedly being a shell of sorts.

Traditionally the Inuit used mainly knives and ulus. These were usually fashioned from stone or occasionally ivory. In early times, most Inuit did not use spoons. Rather, they would drink from other containers or would fashion sealskin cups that were water-proof. Bowls and plates were often made out of driftwood or sealskin. Some Inuit made baskets or clay pots. This depended upon the area in which people lived. Stone bowls and plates were also used.

ΔΓΛΒΨΞΠ
Theme: Eating Utensils

ΔΨΓΨ 1
Lesson 1

ΔΨΓΛΒΨΞΠ Motivation

Before the lesson begins prepare 'food items' from plasticine. This can include peas, a steak, potatoes, etc. Group the children together. Place your food items in a container and a knife, fork, spoon, bowl and plate in another container. Place a tablecloth over a desk and tell the children to watch as you eat lunch. Place the plate and bowl on the table. Pour some water in the bowl. Then, place your food on the plate. Lastly, put your eating utensils on the table. Dramatize eating, using the wrong utensils. For example, attempt to eat your (water) with the fork. Try to eat your 'peas' with the knife, and so on. Eventually, encourage the children to assist you with the use of the different eating utensils.

ΔΨΓΔ Activities

Share information from the 'Conceptual Development' box on the cover page, with the children. Use a map of the world to show the children the different locations mentioned in the information.

Before the lesson begins, collect a sample of an ulu or ulu's. You may wish to put masking tape on the edge of the ulu for protection. The children should realize that the larger Ulu's were used for eating whereas the very small ulu's were usually used for sewing. All Inuit, from Siberia to Greenland use one form or another of the ulu. Demonstrate its many uses with the children. Of course the children may already be familiar with its uses, in which case they can provide this information to you.

Lay a length of butcher paper on the floor and group the children around it. Place the eating utensils on the paper. Each child should then trace the eating utensils using a felt pen. The children should continue to trace the items until the paper has been completely covered with tracings. Circulate among the children as they work, repeating the vocabulary words as often as possible.

Provide each child with a copy of Illustration 52. It contains illustrations of the different eating utensils. Use the illustrations to provide the children with another opportunity to hear the Inuktitut vocabulary words.

Say one of the verbs from this Unit and the children should identify the eating utensil (in their copies of Illustration 52) that goes with the verb that you said. Repeat this process until all of the verbs have been introduced to the children in this way.

Provide each child with a paper pie plate. The children should then use felt pens, crayons, pencils to illustrate food items on their pie plates. When the 'meals' are complete, mount them along the edges of the tracing mural, prepared above.

Use the fork, knife, spoon, plate, bowl (and perhaps a glass) to demonstrate to the children the 'proper' way to lay an 'informal table', e.g.:



ΔΨΓΔΠ ΔΨΓΒ Materials

• plasticine • water • eating utensils • tablecloth • world map • ulu/ulu's • mural paper • pencil/felt pen for each child • copy of Illustration 52 for each child • a paper pie plate for each child • crayons/felt pens/etc. for each child •

ඇල්ෆ් ෧ ෧ ෧

$$A_5 = \sigma_{\Delta}^{5b} C^{5b} \quad 2$$

Lesson 2

Review of Vocabulary

Remove the tracing mural (from Lesson 1) from the wall and spread it on the floor. Place the eating utensils on the floor, as well. Then, pick up one of the utensils, saying its name. Experience difficulty trying to match the item with its tracing in the mural—the children should help you with this. Repeat this process until the children have heard the vocabulary words (nouns) a number of times.

Academic Activities

Provide each child with a portion of writing paper and a pencil. Then, each child should write a number on his paper between 1 and 10. When the children have written their numbers, say a number (between 1 and 10) and the child or children who have that number should identify an eating utensil that you hold up. Repeat until most of the children have responded.

Place the eating utensils on the floor and group the children around them. The children should look carefully at the utensils. Then, have the children close their eyes as you remove one of the utensils and place it under a sheet. The children should then open their eyes and identify the 'missing utensil'. Repeat this process, occasionally removing two items or no items at all.

Lay the eating utensils on the floor and cover them with a sheet. Say a sentence that contains one of the verbs from this Unit. Then, call upon a child to feel through the sheet for the utensil that would go with the sentence that you said. You may wish to do this in 'team form', in which case, the first player to successfully locate the correct utensil and then to repeat the sentence that you said at the beginning of the round is the winner. Repeat until all the children have played.

$$\sigma^{\alpha} \sigma^{\beta} / \rho^{\alpha} \sigma^{\beta} = A/L \Gamma \sigma^{\beta} \rho \sigma^{\beta} \sigma^{\alpha}$$

Listening / Speaking - Creative Expression

Acute Activities

Place two decks of cards on the floor. Group the children in two teams. Hold-up one of the eating utensils and say, 'Go.' The first player in each team should then rush to the cards, removing the top card from a deck. The children should then show each other their cards. The child who has the highest card (aces are high in this activity) should then name the utensil that your are holding and then he should say its name in a complete Inuktitut pattern. Repeat this process until all of the children have participated.

Place an overhead projector on the floor about ten feet from the wall. Have three or four children sit between the projector and the wall (caution the children not to look into the light of the projector). The children should then hold their heads in the light of the projector so that their shadows are seen on the wall (the children can use their hands instead, if you prefer). Then, say a vocabulary word. Try to 'tag' one of the children's shadows. The children may move in and out of the light to avoid being tagged (also avoiding hitting heads). When you have tagged a child's shadow, he should use the word you said in a complete sentence. Repeat until all children have played.

Δε-σ-ΑΡΝΕ ΔΕΥΤΕΡΙΑ Materials

- tracing murals (Lesson 1)
- eating utensils
- a sheet
- 2 decks of cards
- an overhead projector
- writing paper and pencil for each child

ᑕᑭᑦᑭᑦᑭᑦᑭᑦ Sight Recognition

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ
Theme: Eating Utensils

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ 3
Lesson 3

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ Introduction

Before the lesson begins, prepare a set of sight cards and lay them on a desk. Then, place a small rolled section of masking tape on each card. Group the children together in front of the desk. Dramatize placing your bowl on the desk and finding something stuck to it—introduce that sight word. Repeat this process until all of the sight words have been introduced. Mount the sight words on the board as they are introduced.

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ Activities

Provide each child with an old calendar page (collect old calendars for this activity). If a sufficient number of old calendars are not available, use one calendar and arrange the children in 12 groups (one for each month of the year). Then, point to one of the sight cards and name a special day in the year (or a month). The child or children with that day/month on their calendar page should respond by naming the sight word. Repeat this process until most of the children have responded. Have the children exchange calendar pages periodically during the activity.

Say an Inuktitut sentence that is not complete. The sentence should be able to be completed with one (or more) of the sight words. After saying the sentence, call upon a child to identify a sight word that can complete the sentence that you said. For example, you might say:

"ᑕᑭᑦᑭᑦᑭᑦᑭᑦ ᐃᑭᑦᑭᑦᑭᑦᑭᑦ _____"

and the child would say:

"ᑕᑭᑦᑭᑦᑭᑦᑭᑦ ᐃᑭᑦᑭᑦᑭᑦᑭᑦ ᐃᑭᑦᑭᑦᑭᑦᑭᑦ."

Repeat this process until all of the sight words have been used in this way.

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ / ᐃᑭᑦᑭᑦᑭᑦᑭᑦ
Decoding / Encoding

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ Activities

Provide each child with 7 or 8 popsicle sticks. Say one of the sight words and the children should lay one popsicle stick on their desks for each syllable contained in the word that you said. For example, when you say:

"ᑕᑭᑦᑭᑦᑭᑦᑭᑦ"

...the children would put 3 popsicle sticks on their desks. Repeat this process until all of the sight words have been identified in this way.

Place two piles of toothpicks on the floor at one end of the room. Group the children in two teams at the other end of the room. Say one of the sight words from this Unit and the first player from each team must rush to his team's toothpicks. The players must then 'print' the first syllabic heard in the word that you said. The first player to do this successfully, wins the round. For example, the children would make the following word with the toothpicks:

ᑕᑭᑦᑭᑦᑭᑦᑭᑦ

Repeat this process until all of the children have participated.

ᐃᑭᑦᑭᑦᑭᑦᑭᑦ ᐃᑭᑦᑭᑦᑭᑦᑭᑦ Materials

- a set of sight cards • masking tape • a bowl • a calendar page for each child • 7 or 8 popsicle sticks (or other markers) for each child • toothpicks •

Activities

Place an overhead projector on the floor facing the chalkboard (you may wish to put the projector on a table). Place a sheet of acetate paper on the screen of the projector. Group the children near the projector. Say a vocabulary word from this Unit and encourage the children to provide a sentence for that word. Write the best sentence on the acetate sheet using a grease pencil. Repeat this process for three or four other sight words. Then, read the sentences with the children. After reading the sentences with the children, outline the 'shape' of each sentence on the board, using a piece of chalk. For example:



After you have outlined each sentence, turn-off the projector. Now the children should see only the outlines of sentences that they provided. Encourage the children to recall the sentences by looking at the shapes. To check occasionally, you may wish to turn the projector on so that the 'shapes' are once again filled-in with the sentences.

Group the children in a circle. Place a marble in a bowl and give the bowl to a child. Say one of the vocabulary words from this Unit. The child should immediately begin to roll the marble around in the bowl. He should then pass it to the next child in the circle. That child must keep the marble rolling. The children should continue to do this until the marble eventually stops or flies out of the bowl. When this happens, the child who is holding the bowl should repeat the vocabulary word that you said and then he should use it in a complete sentence. Repeat this activity until many of the children have participated.

Write the following line on the board:

Language Experiences

This can be the first line of a poem. Encourage the children to suggest other lines that can be used as the 'second' lines. Write the sentences that the children provide. The children may use 'blank verse' in this poem; i.e. the lines don't have to rhyme. For example, the children might say:

" Language Experiences "

Materials

- overhead projector • acetate paper • grease pencil • a bowl • a marble •

Verbs

L^aσ^c - eggs

சுட்சு - to eat

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Δ/ΛΛ<Λ-ΠΝ

Theme: Carbohydrates and Proteins

Δ-ΔΔΔΔ 1

Lesson 1

Δ-ΔΔΔΔ ΔΛΛΛΛ Motivation

Before the lesson begins, collect five 'junk food' containers, such as a pop can, chip bag, chocolate bar wrapper, etc. Place these items in a container such as a bag. Mount a current calendar page on the board and group the children in front of it. Tell the children that you have bought your food for the next five days. Indicate 'Monday' on the calendar and show the children one of the 'junk food' samples. Repeat this process until you reach 'Friday' on the calendar. Encourage the children to comment on your choice of 'meals'. While some children may consider such a menu 'great', most will understand that 'there's something wrong with your choice of foods'. Lead this into a discussion of the types of foods that could be eaten.

ΔΛΛΛΛ Activities

Mount five pie plates on the board (paper pie plates). Each pie plate can represent a day of the working week (Monday to Friday). Then, encourage the children to suggest a menu for 'Monday'. Use coloured felt pens to do simple illustrations on the 'Monday' pie plate of the foods the children suggest. Encourage the children to provide a meat, a vegetable, and a fruit for each meal. 'Other' more 'exotic' suggestions can be illustrated on the board around the pie plates. Continue in this way until all of the pie plates have been filled in this way. Afterwards, use the illustrations in the pie plates as a jumping-off point for a discussion of the importance of a 'well balanced diet'.

Relate putting gas into a ski-doo with 'carbohydrates'. The children should understand that some people's bodies turn glucose into fat faster than other people's. That's why some people eat and get fat while others eat the same amount and remain slim. Share other information from the 'Conceptual Development' box on the cover page, with the children.

Provide each child with a copy of Illustration 53. This illustration contains illustrations of the food items that represent both proteins and carbohydrates. Discuss the food items with the children, classifying them according to 'protein' or 'carbohydrate'. The children should understand that some foods contain both protein and carbohydrates, such as peanut butter. However, usually a food item is higher in one or the other.

Before the lesson begins collect the following:

- 4 cups of flour
- 1 cup of salt
- 1 cup of cool water

Mix the flour and salt together. Slowly add the water and mix. Knead the dough for 5 or 10 minutes. Then, give each child a small portion of the dough. With clean hands the children should then shape their dough portions into 'cubes' (squares) that resemble large dice. Place the completed cubes on a cookie sheet and bake them in a 350° oven for about an hour. They can be baked after class. Keep the cubes for use later in the Unit. Encourage the children to realize that these are salty 'carbohydrate' cubes.

Δ-ΔΔΔΔ ΔΛΛΛΛ Materials

- 5 samples of junk food • a container • current calendar page • masking tape • 5 pie plates • coloured felt pens • copy of Illustration 53 for each child • 4 cups of flour • 1 cup of salt • 1 cup of cool water • mixing bowl • a cookie sheet •

Theme: Carbohydrates and Proteins

Lesson 2

Review of Vocabulary

Provide each child with a copy of Illustration 53 (from Lesson 1). Also, provide each child with a pair of scissors. The children should cut-out the illustrations. When the pictures have been cut out, have the children lay them on their desks, face up. Repeat the vocabulary terms a number of times as the children cut out their individual illustrations.

Academic Activities

Say 'Carbohydrate,' or 'Protein' and the children should hold up an illustration for a food item that represents what you said. For example, for 'Protein,' the children may hold up a picture of a fish. Repeat a number of times.

Make two large masking tape circles on the floor; one for 'protein' and the other for 'carbohydrate'. Have the children (or a group of children) stand between the circles. Say a food name and the children should run to the correct circle. Of course, for some food items both circles will be correct (e.g. peanut butter). Repeat until all children have participated.

Group the children in a large circle around the circles (from above). Give each child one of the cut-out food illustrations from Illustration 53. Each child should write his name on the back of his illustration. Then, call a child's name. That child should identify the food item he has and then he should say whether it is a protein or carbohydrate food (or both). The child should then place his illustration in the correct circle. Repeat until all of the children's illustrations have been used and classified in this way.

Give the children their 'salty carbohydrate block' from Lesson 1. Each child should then use a black felt pen to mark dots on his cube, similar to a die. When finished, group the children together with their dice. Mount a set of food illustrations on the board. Have the children GENTLY roll their dice. Call a number between 1 and 6 and point to one of the illustrations. The child or children who have that number should identify the food item that you point to as 'protein' or 'carbohydrate'. Repeat this process until the children have responded a number of times.

Listening / Speaking - Creative Expression

Acute Activities

Divide the children into two teams. Give the first player in each team one of the large die (from above). The two players should kneel down and gently toss their dice. The player who receives the highest roll should then use a vocabulary word from this Unit in a complete sentence. You may wish to help the child by providing him with a word that he can use in his sentence. Repeat this process until all of the players have had a chance to play.

If possible, collect small samples of the different food items represented in Illustration 53. You should have enough samples so that there is one sample for each child in your class. Place the samples on pie plates and place the plates on the floor. Group the children around the samples. Then, call a child's name. That child should select one of the samples from the plates and name it. He should then use its name in a complete Inuktitut sentence. Then, the child may eat the sample. Continue until each child has had a chance to sample a food item and to say an Inuktitut sentence about that food item.

Δεδομένα: Δοθέντα: Materials

- copy of Illustration 53 for each child • scissors for each child • masking tape • pencil for each child • dough cubes (from Lesson 1) • black felt pen for each child • food sample for each child (see above) •

Сight Recognition

Theme: Carbohydrates and Proteins

Lesson 3

Introduction

Mount a length of mural paper on the board and group the children near it. Before the lesson begins mix a mixture of Tempera paint. Also, prepare a set of sight words. When the children are grouped in front of the mural paper, use the paint and a brush to paint the sight words on the paper. Say each word after it has been painted. When all of the words have been painted on the paper, match the sight cards with the painted words, once again, saying the vocabulary words many times.

Activity Activities

Before the lesson begins, prepare an extra set of sight word cards. Mount the two sets of sight words on the board in a scattered formation. Group the children in front of the sight words. Stand behind the children with two flashlights. Darken the room. Shine the light of one flashlight on a sight word and then shine the light of the other flashlight on its other matching sight card. The children should name the sight word. However, when you shine the flashlights on mis-matched sight words, the children should clap their hands once. Repeat this process until the children are able to respond well.

Divide the children into two teams. Give the first player in each team a flashlight. Say one of the sight words and the players should then shine their flashlights on the sight word that you said (the sight words should still be on the board from the previous activity). The player who first succeeds in finding the sight word wins the round. Repeat this process until all of the players have participated.

Number each of the sight word cards on the board (use only numbers between 1 and 6). Give a child a 'salty carbohydrate' cube (from Lesson 1) and the child should gently roll the cube. The child should then look at the number on the cube. He should then identify a sight word on the board that has that number beside it. Repeat until all of the children have played.

Decoding / Encoding

Academic Activities

Cut the sight word cards (from above into their individual syllabics.) Place the syllabics in a container and mix them. Group the children in two teams at one end of the room. Mount two syllabics on the board, one for each team. When you say, 'Go,' the first player from each team must rush to his team's syllabic and complete a sight word around it. For example, if the following syllabic is on the board:



...the child should complete the sight word that contains it by writing:



Repeat this process until all of the children have participated.

Blindfold the children. Make an outline on the board that contains 20 squares. Number each square. Then, write a syllabic in each square (syllabics from the sight words). Say a child's name and that child should call a number between 1 and 20. Say the syllabic that is in that numbered box for the child. The child should then say the vocabulary word that contains that syllable. No square should be used more than once. Repeat until all of the children have played. You may wish to have the children merely close their eyes until after they have played.

Δε-σ-ΑΡΟC ΔΕC⁵ C⁶ C⁷ C⁸ Materials

• mural paper • Tempera paint • paint brush • masking tape • 2 sets of sight cards • 2 flashlights • a dough cube (from Lesson 1) • scissors • a blindfold for each child (optional) •

Academic Activities

Place two peanuts on the floor at one end of the room. Then, place two swizzle sticks beside each peanut. Lay a set of sight word cards from this Unit on the floor about 5 feet from the peanuts. Group the children into two teams at the other end of the room. When you say, 'Go,' the first player in each team must rush to one of the peanuts. He must then pick the peanut up with the swizzle sticks and deposit it on any one of the sight cards. The child should then identify the sight word and then use it in a complete Inuktitut sentence. The first player to do this wins the round. Repeat until all players have played.

Before the lesson begins, find a large poster or picture that shows people eating. Stand the poster up on the chalkboard ledge. Provide each child with writing paper and pencil. Each child should then write one sentence about the poster/picture. Circulate among the children, helping them as necessary. Afterwards, have each child read his sentence to the other children.

Mount a length of mural paper on the board. Then, attach a set of illustrations from Illustration 53 vertically on the left hand side of the paper:

Then, encourage the children to provide sentences for the illustrations. Write one sentence for each illustration. Continue until one sentence has been written for each illustration. Read the completed sentences with the children. Afterwards, cut the sentences out and mix them together. The children should then match the sentences with the illustrations. Continue until all of the sentences have been matched with the illustrations.

Prepare 'finals' flashcards. These cards should contain the Inuktitut finals and there should be one card for each child. Give out the finals cards to the children. Each child should then write a word that contains the final on his card. When all of the children have completed their words, have each child read his word to the other children.

Δε-σ-ΑΡΝ^c Δ^{5b}C^b Λ^c Materials

- 2 peanuts • 4 swizzle sticks • a set of sight word cards • a large poster/picture of people eating • writing paper and pencil for ea. child • illustrations from Illustration 53 • masking tape • language experience paper • felt pen • 'finals' flash cards (see above)•

ሰነድ ስራ Nouns

ሕግ - heart

ሕፃን - lungs

ሕፃን - stomach

ሕፃን - liver

ሕፃን - kidney

ሕፃን - bladder

ሕፃን - gall bladder

ሰነድ ስራ Verbs

ሕፃን - to beat

ሕፃን - to breathe

ሕፃን - to break into smaller parts.

ሕይወት ስርዓት ልማት
Conceptual Information for Teachers

The **Heart** is a wonderful pump. Everytime the heart pumps it sends out 100 cu. centimeters of blood. In a day, that's 10,000 litres of blood. During an average lifetime the heart pumps 260,000,000 litres of blood. Each heartbeat lasts about eight tenths of a second and the heart beats about 100,000 times a day. The heart rests after each pump so it actually rests about a total of 6 hours each day. We still don't know what keeps the heart beating. The classic experiment in this area is to cut a fertilized chicken egg open and study, under a microscope, the cells that would eventually make-up the heart. The surprising thing is that these cells are already beating...even before they actually have formed into the chicken's heart!

Lungs supply our bodies with oxygen. They also expel carbon dioxide. Oxygen is picked-up in the lungs by the red blood cells. If the lungs were stretched-out to their full size they would cover 10 square metres! A newborn baby breathes about once every second. However, by the age of 15 a person breathes about 20 times a minute.

The **Stomach** helps to begin the digestion of food. Food may remain in the stomach for up to 4 hours...depending upon the type of food eaten. The stomach churns the food around and mixes it with gastric juices that help to digest proteins. Carbohydrates are digested in the small intestine. To the ancient Egyptians, the stomach was the source of love... perhaps the expression, 'she broke my stomach' was common. The **Liver** is the largest organ of the body (it's actually a large gland) and is located in the right upper portion of the abdomen. It weights 1.3 to 1.8 kg. and measures 20 to 30 cm. horizontally. The liver produces bile and stores glycogen. It also stores fats, vitamins and proteins. The polar bear liver is well-known by man and animals to be poisonous...being too high in Vitamin A.

The human body eliminates water through the lungs, skin, and **Kidneys**. We have two kidneys that sort the water and salts from the blood and send them to the **Bladder** as urine. Urine is periodically eliminated from the body.

Some organs are 'hollow', such as the stomach, bladder, and lungs. Others are 'solid' organs such as the heart, kidneys, and liver.

Conceptual Development / Language Exposure

Theme: Organs of the Body

Lesson 1

Motivation

Before the lesson begins obtain a stethoscope. Place the stethoscope in your ears and talk to the children, gradually moving the end of the scope into your chest over your heart. Dramatize 'hearing something'! Encourage the children to suggest what it was that you heard. Each child should now have an opportunity to use the stethoscope to hear his heart beating.

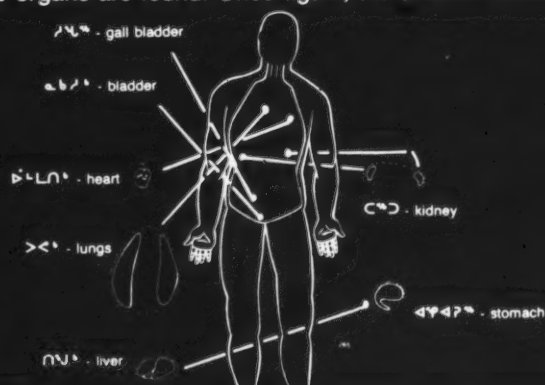
Lead this experience into a discussion of the heart. Share information about the heart, from the 'Conceptual Development' box on the cover page, with the children. Place water in a bowl and use a baster (the type with a rubber 'squeeze' at the end) to demonstrate the pumping action of the heart. The children should realize that the 'in/out' action of the heart causes the 'lub/dub' sound we hear when we listen to our hearts.

Activities

Search in your school for models, overheads, pictures, etc. of the different organs for this Unit. Use these media to make these presentations more interesting for the children. If actual animal organs are available in the community, these can also be used to develop the concepts of the organs with the children.

Provide each child with a copy of Illustration 54. It contains illustrations of the different human organs as well as an outline of the human body. Before the lesson begins prepare a large version of this illustration using Bristol board and construction paper. Mount your human outline on the board and then show the children one of the cut-out organs. Discuss its function(s). The children should locate that organ on their papers and then cut it out. Place your construction paper organ in its correct location on the Bristol board cut-out. The children should also place their cut-out organs on their human outlines. They should then glue the organs in place. Repeat this process until all of the organs have been placed. The children should hear the vocabulary words a number of times during this process.

Locate the approximate locations of the different organs for the children. The children should touch the parts of their bodies where the organs are found. Once again, the children should hear the vocabulary words a number of times.



Materials

- a copy of Illustration 54 for each child
- Bristol board
- construction paper
- scissors for each child
- glue for each child
- a stethoscope
- a baster
- water
- available media for organs

Theme: Organs of the Body

Lesson 2

Review of Vocabulary

Mount the bristol board outline of a person on the board and group the children near it. Present the cut-out organs. Encourage the children to identify the locations of the organs on the cut-out. Place the organs accordingly, naming them as you do this. The children should hear the names of the organs a number of times during this review activity.

Academic Activities

Have the children stand, facing you. Play an adaptation of 'Simon Says' with the children using the names of the different organs. Place your hands in the correct location for an organ and say its name. The children should follow suit; touching the locations on their bodies and repeating the named organ. However, when you place your hands in the area of an organ, and say the name of another organ, the children should not respond. Those that do should sit down as spectators. Continue until a winner is found.

Remove the cut-out organs from the Bristol board outline (from above) and mount the organs on the board. Use the organs to introduce the Inuktitut verbs to the children. Give a child a flashlight and say one of the verbs. The child should then illuminate an organ that goes with the verb you said. For some verbs, more than one answer may be correct. Repeat this process until all of the verbs have been introduced.

Toss a beanbag to a child saying one of the verbs. The child who receives the beanbag should then toss the beanbag at the board, attempting to strike an organ that goes with the verb that you said. The child should then name the organ. Repeat this process until each child has had a chance to participate. You may wish to have a child stand by the board to retrieve the beanbag for you after each round of the activity.

Place the cut-out organs (from above) on the floor at one end of the room. Divide the children into two teams at the other end of the room. Say (in Inuktitut) 'Show me a hollow (or) solid organ.' The first player in each team must then run to the organs and show you a solid OR a hollow organ, depending upon what you asked to see. The first player to do this and then to name the organ wins the round. Repeat with other players.

Listening / Speaking - Creative Expression

Act 4 Activities

Group the children in a circle. Sit in the center of the circle with a large balloon. Inflate the balloon. Say one of the vocabulary words from this Unit and release the balloon. When the balloon lands, the child nearest to it should repeat the vocabulary word that you said and then he should use that word in a complete Inuktitut sentence. Repeat this process until many of the children have responded.

Group the children together facing you. Before the lesson begins, collect an umbrella for this activity. Place one of the cut-out organs (from above) in each section of the top of the umbrella. Then, hold the umbrella horizontally so that the children can see the cut-outs. Spin the handle of the umbrella. When the umbrella stops spinning call upon a child to identify the organ in the top section. Then, the child should use that organ name in a complete Inuktitut sentence. Repeat this process until all of the organs' names have been used in this way.

Academic & Professional Materials

- Bristol board cut out and organs (Lesson 1) • masking tape • a flashlight • a bean bag • a large balloon
- an umbrella •

Sight Recognition

Theme: Organs of the Body

Lesson 3

Introduction

Before the lesson begins, prepare a set of sight cards for the vocabulary words from this Unit. Place the cards face down on a chair (e.g. behind your desk). Place a small amount of rolled masking tape on each card. As you talk to the children, sit on the chair, causing cards to stick to your pants (and hands or wrists). Stand up and appear horrified to notice the cards when the children point them out. Use the cards, one at a time, to introduce the sight words to the children.

Activities

Place the sight words on the floor at one end of the room. Divide the children into two teams at the other end of the room. Give the first player in each team a small (round) inflated balloon. Say one of the sight words and the players should place the balloons between their knees. Each player must then walk as quickly as he can, with the balloon between his knees, to the sight words and to correctly identify the sight card for the word that you said wins the round. Have extra balloons available in case of an 'accident' with the inflated balloons. Repeat until all of the children have participated in this activity.

Mount the cut-out organs (used earlier in this Unit) on the board. Also, mount the sight cards on the board near the organs (on a different section of the board however). Give a child two flashlights. Say a sight word and the child should then shine one of his lights on the sight word and the other flashlight on the organ that goes with the sight word (more than one of the organs may be correct). Repeat this process until many of the children have participated.

Decoding / Encoding

Activities

Cut each of the sight word cards in half. Give each child a half a word, keeping the other half for yourself. Mix your halves together. Then, mount one of your halves on the board. The child who has the other half should attach his half beside yours and then say the name of the sight word. Repeat this process until all of the sight words have been reproduced in this way.

Cut each of the sight words into its individual syllabics. Place all of the syllabics in a container and mix them together. Group the children in a circle. Walk around the inside of the circle with the container of cut-out syllabics. Each child should reach into the container and remove one of the cut-out syllabics. Stand in the center of the circle with a flashlight. The children should place one of their feet into the center of the circle. Attempt to 'tag' a child's foot with the light of the flashlight. The children may pull their feet out of the circle when they think that you are going to tag them. However, when you do tag a child's foot with the light, he should look at this cut-out syllabic and then say a sight word from this Unit that contains that syllable. Repeat this process until most of the children have responded.

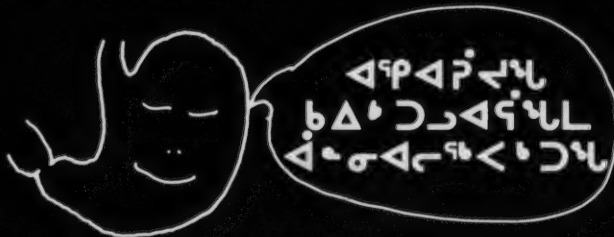
Materials

- a set of sight cards • masking tape • a chair • round inflated balloons • cut-out organs • 2 flashlights
- scissors • a container •

Academic Activities

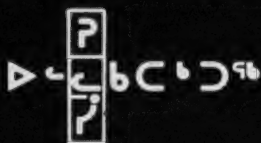
Before the lesson begins prepare a set of sight cards once again for this Unit. Mount the sight words on the board and group the children in front of the board. Point to one of the sight words and call upon a child to say a sentence that contains that sight word. Write the sentence that the child says on the board, around the mounted sight word. Make any necessary changes in the sight word so that it fits grammatically into the sentence. Repeat this process until all of the sight words have been matched with their sentences on the board.

Draw a large outline of a stomach on the board. Before the lesson begins, collect samples of different food items (e.g. pictures from magazines). Mount the food pictures on the board near the stomach. Then, make a large text box for the stomach, e.g.:



Point to one of the food items and encourage the children to imagine what the stomach might 'say' to itself when that food item reaches it. Write the 'best' sentence in the text box. Repeat this process, pointing to the other food items on the board. Later, remove the food pictures from the board and mix them together. Give each of the illustrations to the children. Read one of the sentences from the text box and the child who has the picture for that sentence should hold it up and repeat the sentence. Repeat this process until all of the children have had a chance to respond.

Cut each of the sight word cards (from above) into its individual syllabics. Tape or glue the syllabics vertically on a sheet of mural paper, e.g.:



Have each child write an Inuktitut word around a syllabic; any word—preferably not a vocabulary word from this Unit.

Δε-σ-ΑΡΝ^c Δ^σΑ^b Λ^c Materials

- a set of sight word cards • masking tape • food pictures • scissors • glue • mural paper • pencil for each child •

ᐱᑦᓂᐅᐲ ᑭ Nouns

<n' - patik

Δ' ςζ - indoor

♣ ♠ ♡ ♢ ♣ - chess

۲۵۳ - outdoor

458 'C' - checkers

5<4⁹<Δ^c - Chinese checkers

⚽ - soccer

△●▷◁♫ - baseball

◀ ◁ ▷ ▶ - 'ball'

ᐱᐱᐱᐱᐱ - 'wolf'

٧٢ Verbs

ᐱᖃᕈᑦ - to play

⁂⁂⁂⁂⁂ - to win

הָאֵלֶּה - to lose

‘**ḥ** - to move

⬅⬆⬇⬈ - to kick

ᐱᓴᕈᑦᐅ - to roll.

ልገረጌጌጌጌጌጌ ልገረጌጌጌጌጌጌ

Conceptual Information for Teachers

People the world-over have created games to help pass spare time. In some cultures certain games were restricted to specific times of the year or in accordance with certain special events.

Soccer is one of the most popular sports in the world. Over 140 countries play the game. It is believed that soccer originated in England during the 11th century. At that time, a number of excavators found an old Danish skull at the sight of an ancient battle. The workers began kicking the skull around the field. The Danish had occupied England at one time and were not popular at all. Some young boys saw the workmen playing, so they dug-up a skull and played as well. Other stories tell of actual severed heads being used for the sport. In any case, it became a very popular game in England. In England, 'soccer' is called 'football'. Later, an inflated cow's bladder was used for the ball. The game was originally called 'kicking the Dane's head' and 'kicking the bladder'. Henry II, Edward II, Richard II, Henry VIII and Elizabeth I all tried to ban soccer at different times, for a variety of reasons. Early games often involved hundreds of people, trying to kick the ball to different towns.

The first soccer organization was formed in 1863. The American game of Football originated when a university soccer player became frustrated with a game and picked-up the ball and ran with it. President Teddy Roosevelt tried to ban football in 1906 because of the 'brutal nature of the sport'. It can be said that American football developed in 1873.

Baseball probably owes its origins to the English game of cricket. The first professional baseball team was the 'Cincinnati Red Stockings' in 1869. Of course, most northerners of the Eastern Arctic are familiar with 'Eskimo baseball'- the East's version of baseball.

Chess probably originated in Persia (Iran) in the 6th Century A.D. It reached Europe in the 10th Century. The game has changed somewhat over the years. Originally the 'queen' was the weakest player on the board and now she is the strongest.

Checkers is a much older game than Chess. It was originally called 'draughts' in England. Checkers was played in ancient Egypt as early as 1600 B.C.

Patik is a popular card game played in many northern homes.

Theme: Sports and Games

Lesson 1

Δεδομένα PLV στην 4^η 5^η Motivation

Before the lesson begins, remove Illustration 55 from the back of the program and mount it on a sheet of construction paper. This Illustration 55 contains an illustration of a human skull and also an illustration of people playing soccer. Group the children together and encourage them to think how the two (the skull/soccer) are connected with one another. Eventually, tell the children about the possible origins of soccer (information is in the 'Conceptual Development' box on the cover page.)

The children should realize that many sports and games originated in the dim past in much the same way as soccer.

Academic Activities

Before the lesson begins, collect a deck of cards, chess men, checkers, a baseball, a baseball bat, a soccer ball and a football. Use these concrete materials to introduce the sports and games to the children. Encourage discussion of the different items as they are shown. Use a large map of the world to show the children locations related to the different sports (from the information in the 'Conceptual Development' box on the cover page). The children should hear the names of the games and sports a number of times during this process.

The children should begin to realize that 'games' are usually played by a small number of players while 'sports' are usually team-related and are (with some exceptions such as curling) played outdoors.

Lay a length of mural paper on the floor and place all of the concrete materials (from above) on the paper. Provide each child with a pencil. The children should then create tracings of the different items (chess men, checkers, baseball bat, etc.). Circulate among the children as they work, repeating the vocabulary words as often as possible. When the mural is completed, display it in the classroom for use later in the Unit. You may wish to have the children go-over their pencil lines with felt pens so that the illustrations are easier to see.

Provide each child with a square of Bristol board or a square of construction paper. Also, provide each child with a ruler and pencil. The children should then make checker/chess boards on their squares. Have a checker/chess board on display for this activity. Assist the children as they do this. Keep the completed 'boards' for use later in the unit. An alternative to this activity is to make a copy of Illustration 56 for each child. This Illustration 56 will be used in Lesson 3.

Δεδομένου ότι ο Φ είναι η συνάρτηση κατανομής των $\mathbf{X}$, τότε η συνάρτηση πυκνότητας των $\mathbf{X}$ είναι:

• Illustration 55 • masking tape • construction paper • Bristol board • scissors • concrete materials for the games/sports • mural paper • pencil and felt pen for each child • ruler for each child •

Lesson 2

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ᑕᑭᑦᑭᑦᑭᑦ Introduction

Before the lesson begins, prepare a set of sight word cards. Mount the sight words on the board and use them to introduce the sight words to the children. Point to each word, saying its name. Continue in this way until all of the sight words have been heard and seen by the children.

ᑕᑭᑦᑭᑦᑭᑦ Activities

Provide the children with their chess/checker board (from Lesson 1) or make each child a copy of Illustration 56. Provide each child with a checker piece. Each child should place his checker piece on a square on his 'board'—any square (light or dark). Then, call 'Dark squares,' or 'Light squares' (in Inuktitut) and point to one of the sight words. Those children who have their checkers on the colour of square that you called should identify the sight word that you pointed to. Repeat this process a number of times. The children may change the locations of their checker pieces after each round of the activity.

Group the children in a circle. Remove the sight cards from the board and give them to the children. Stand in the center of the circle, holding the baseball bat vertically on the floor. The children should pass the sight words around the circle until you stamp the baseball bat. At that point the children should stop passing the cards. Call one of the sight words and release the bat. The child who has that word should rush into the circle and catch the bat before it hits the floor. Repeat this process until most of the children have responded in this way.

ᑕᑭᑦᑭᑦᑭᑦ / ᑕᑭᑦᑭᑦᑭᑦ Decoding / Encoding

ᑕᑭᑦᑭᑦᑭᑦ Activities

Cut each of the sight words into its individual syllabics. Spread the cut-out syllabics on the floor at one end of the room. Divide the children into two teams at the other end of the room. Give a round inflated balloon to the first player in each team. When you say, 'Go,' the players should place their balloons on the floor and then kick them in 'soccer' style to the cut-out syllabics. The first player to land his balloon on a syllabic and then to name a sight word that contains that syllabic, wins the round. Repeat this process until all of the children have played.

Provide each child with his chess/checker board (from above). Each child should then copy one of the syllabics in each of the white squares of his board. When the children have completed this, place the cut-out syllabics (from above) in a container. Remove one of the syllabics and say it (showing it to the children as well). If a child has that syllabic on his board, he should cross its square out. Continue in this way until a winner is found; a winner being the first child or children to have their 'boards' completely checked out.

ᑕᑭᑦᑭᑦᑭᑦ ᑕᑭᑦᑭᑦᑭᑦ Materials

- set of sight cards • masking tape • chess/checker boards • (lesson 1) OR copy of Illustration 56 for each child • scissors • baseball bat • checkers • 2 round balloons • pencil for each child •

ፊደል ልማት Activities

Lay the concrete materials from this Unit on the floor at one end of the room. Lay the materials along the edge of a wall or just slightly out from the wall. Then, give a child a small ball. The child should attempt to roll the ball to the materials, striking one of the materials. When the child has struck a material, he should say a sentence for that item. Write the sentence that the child provides on the board. Repeat this process with other players. Afterwards, review the children's sentences with them. Then, say one of the sentences and a child's name. That child should then identify the concrete material for the sentence that you said. Continue in this way until all of the sentences and concrete materials have been matched.

Write the following punctuation marks on the board:

!

.

?

Then, point to one of the punctuation marks and a child should provide a sentence that would end with that mark in the printed form. For example, if you point to the punctuation mark: '!' the child might say:

ፊደል ልማት ልምድ!

Repeat this process until most of the children have responded. Of course the '.' can be used for statements OR commands. It may be necessary to review the punctuation marks with the children before doing the activity. You may wish to write the children's sentences down. Then afterwards, provide each child with three blank flashcards. The children should make the punctuation marks on the cards—one per card. Read one of the children's sentences back to them and the children should respond by showing you the correct punctuation mark for that sentence. Repeat until all of the sentences have been identified in this way.

ፊደል ልማት ልምድ Materials

- concrete materials • a small ball • 3 blank flashcards for each child • a felt pen for each child •

Verbs

Δαλφινάκι - inugannquat

to win a prize

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Motivation

Before the lesson begins, prepare a cut-out of an iglu or a sod house and cut-outs that represent members of a family. Group the children in front of the board. Tell them a story about the father of the family returning from a hunting trip. Use the cut-out figures to enhance the story as you tell it. When the father returns, the children should imagine the kinds of things that the family might do in the evening. Make 'impossible' suggestions to the children, such as watch TV, listen to the radio, listen to the 'Walkman', and so on. The children should realize that in traditional Inuit homes, these forms of entertainment were non-existent. The Inuit did however develop good forms of entertainment. What were they?...encourage the children to suggest as many forms of entertainment (traditional) as they can think of.

Activities

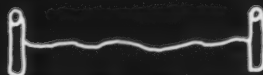
Share information contained in the 'Conceptual Development' box on the cover page with the children. The children should understand that the long dark winters and the confined space of the iglu/sod house meant that many games could only be played with two players.

Provide each child with a copy of Illustration 58. It contains illustrations of the different Inuit games to be introduced and developed in this Unit. Discuss the illustrations with the children. Afterwards, have the children cut out the illustrations—they will be used again later in this Unit. Use the illustrations to introduce the Inuktitut names for the different games.

If a set of the 'Netsilik' pictures are available in your school, select those illustrations that show games being played and use them to further introduce the Inuit games.

The children can make versions of 'ajagaq' (using rulers, lengths of yarn and paper cups. Provide each child with a ruler, a paper cup, and a length of yarn (about 30 cm. long). The children should then tie one end of the yarn lengths to the end of the ruler. Each child should then make a hole in his paper cup—just under the rim of the cup. He should tie the other end of the yarn to the cup through the hole. This represents an adaptation of the traditional Inuit game. Demonstrate the use of the game for the children. These will be used again later in this Unit.

Before the lesson begins, use two STRONG pieces of wood and a rope to make the following:



Introduce this item to the children and show them how it was used. Two children should sit on the floor with the soles of their feet touching. Each player should then grip one of the pieces of wood. The players should then attempt to lift one another off of the floor—the 'loser' being the player who is lifted off of the floor. Practice this game with other pairs of children.

Materials

- a cut-out of an iglu/sod house and family members • masking tape • a copy of Illustration 58 for each child
- 'Netsilik pictures' (if available) • paper cup/yarn/ruler for each child • 2 STRONG sticks and a rope •

Lesson 2

Mount a set of illustrations from Illustration 58 on the chalkboard. Group the children in front of the board. Darken the room and stand behind the children with a flashlight. Shine the light of the flashlight on one of the illustrations and say its name. Repeat this process until all of the vocabulary words have been heard by the children.

Divide the children into two teams—those children born during the winter in one team and those children born during the summer in the other team. Call the winter team the 'ptarmigans' and the summer team the 'sea pigeons'. Have the first player from each team sit on the floor, facing one another with the soles of their feet touching. Give the players the rope and sticks prepared in Lesson 1. Say an Inuktitut sentence that contains one of the vocabulary words and the children should then try to pull one another off of the floor. The child who is eventually lifted off of the floor should repeat the sentence that you said at the beginning of the round. Repeat this activity until all of the children have played.

Provide each child with a copy of Illustration 59. The children should look carefully at the illustrations of the verbs as you say the verbs. Continue until all of the verbs have been introduced. Then, have the children cut-out the illustrations and lay them on their desks-face down. Each child should then select one of the illustrations. Say a vocabulary word and the child or children who have that illustration should show them, saying the verb. They should then place those illustrations on the floor. Continue until a child or children have no more illustrations on their desks.

Group the children together in two teams. Before the lesson begins collect sticks or toothpicks. Break them into different lengths. Hold them in your hand so that they all look to be the same length. Say a sentence that contains one or more vocabulary words. Then, have the first player in each team select one of the sticks from your hand. The player who receives the shortest stick must repeat the sentence that you said at the beginning of the round. Repeat until all players have participated.

Listening / Speaking - Creative Expression

The following is an adaptation of an old Alaskan Inuit game. Place a table in the center of the room. Have a child stand on either side of the table (2 players). Blind-fold the two players. Then, say a vocabulary word from this Unit. The two players should put the palms of their hands on the table. The players should then move around the table. Identify one of the players as the 'hunter' and the other player as the 'hunted'. The 'hunter' must attempt to find the 'hunted'. The players can change the direction in which they move whenever they like. When the hunter finally catches the hunted, the 'hunted' child must then repeat the vocabulary word that you said at the beginning of the round. Then, he should use that word in a complete Inuktitut sentence.

Tie a beanbag to a long length of string or yarn. Loop the yarn/string through a light fixture in the ceiling, holding onto one end of the yarn and the beanbag hanging loosely. Raise the beanbag so that it is beyond the children's reach. Then, play an adaptation of the 'high kick'. Have two players stand under the beanbag. Say a vocabulary word. The players must then jump up while trying to hit the beanbag with their hands. The first player to do this should then use the word you said in a complete sentence. Repeat.

• illustrations from Illustration 58 • 'tug-of-war' from Lesson 1 • copy of Illustration 59 per child • scissors for each child • sticks/toothpicks • 2 blindfolds • a table • a beanbag • a skein of yarn or roll of string •

ᑕᑭᑦᑭᑦᑭᑦ ᑕᑭᑦᑭᑦᑭᑦ Sight Recognition

ᐃᐱᐱᐱᐱᐱᐱᐱᐱ

Theme: Traditional Inuit Games

ᐃᐱᐱᐱᐱᐱᐱᐱᐱᐱ 3

Lesson 3

ᐃᐱᐱᐱᐱᐱᐱᐱᐱᐱ Introduction

Mount copies of the games and verb illustrations (from Illustrations 58 and 59) on the chalkboard. Group the children in front of the board. Before the lesson begins, prepare sight word cards for this Unit. Then, show one of the cards to the children, saying its name. Give the card to a child. The child should then match the card with its illustration on the board. Repeat this process until all of the sight words and their illustrations have been matched.

ᐃᐱᐱᐱᐱᐱᐱᐱᐱᐱ Activities

Lay the sight words on the floor at one end of the room. Then, group the children in two teams at the other end of the room. Give the first player in each team one of the 'ajagaq' games that were prepared in Lesson 1. Say one of the sight words and the first player in each team must attempt to land his cup on the end of the ruler. The first player to do this and then to identify the sight word that you said, wins the round. Repeat this process until all of the children have played.

'Leap frog' was a game introduced to the Inuit by the whalers. Have two lines of children stand parallel to one another. The children, in the lines, should rest their hands on their knees and keep their heads down. There should be a space between each player. You may wish to have about 5 players in each line. Then, have a child stand at the end (back) of each of the lines. Place the sight word cards on the floor at the end of the lines. Say a sight word and the two children must 'leap' over the children in their lines; placing their hands on the backs of the children in the lines and 'leaping' over them. The first child to reach the end of the line and then to identify the sight word that you said wins the round. Repeat until all children have had a chance to play this version of 'leap frog'.

ᐃᐱᐱᐱᐱᐱᐱᐱᐱᐱ / ᐃᐱᐱᐱᐱᐱᐱᐱᐱᐱ Decoding / Encoding

ᐃᐱᐱᐱᐱᐱᐱᐱᐱᐱ Activities

Before the lesson begins, make a list of the children's names and their birthdays. Cut the sight word cards into their individual syllabics and mount the cut-out syllabics on the board. Group the children in front of the board. Point to one of the cut-out syllabics and call a date that represents a child's (or children's) birthday. The child or children who have birthdays on that date should raise their hands. Call upon each child to identify a sight word that contains the syllabic you are pointing to. Repeat this process until all of the children's birthdates have been used.

Collect ten tongue depressors before the lesson begins. Group the children on the floor in front of you. Have the children close their eyes as you select a number of the sticks (the children should not see how many sticks you choose). When you have chosen your sticks, have the children open their eyes. Call upon individual children to guess the number of sticks in your hands (behind your back). When a child guesses correctly, point to one of the cut-out syllabics on the board (from the previous activity) and that child should then identify the sight word that contains that syllabic. This activity can also be played with 'chunks' and clumps' rather than single syllabics, e.g.:



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- illustrations (from Illustrations 58 and 59) • masking tape • sight word cards • 'ajagaq' games (from Lesson 1) • list of children's names and their birthdays • 10 tongue depressors • scissors •

Acute Activities

Mount each of the sight words on the board (from Lesson 3). Review the sight words with the children. Then, call upon the children to say a sentence for each of the sight words. Write one sentence of each sight word—around the sight words on the board. When all of the sentences are complete, remove the sight words and place them on the floor. Divide the children into two teams. Say one of the sentences on the board (not saying the sight word for that sentence) and the first player in each team must rush to the sight words on the floor. The first player to correctly identify the sight word for the sentence that you said and to place it in the correct sentence on the board, wins the round. Repeat this process until all of the players have played. You may have to remove the words from the board, occasionally, so that you can continue the game until all of the children have played.

Mount a length of mural paper on the board and group the children in front of it. Then, encourage the children to think of how people feel when they play games. The children may suggest words (in Inuktitut) such as happy, sad, sore, funny, and so on. Write the 'emotions' words on the language experience paper. When the words have all been written, call upon individual children to use the words in sentences.

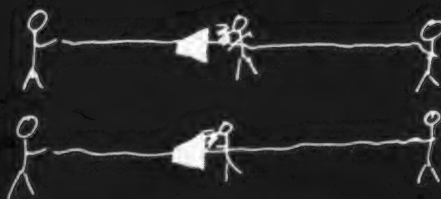
Have four children stand like this:



Give each pair of children a length of yarn. Insert a paper cup over each length of yarn so that the tops of the cups are facing the other children:



Divide the children into two teams. Have the first player from each team stand facing one of the cups. Say a vocabulary word from this Unit and the players should blow their cups to the other end of the yarn. The first player to do this and then to use the word that you said in a complete Inuktitut sentence, wins the round. Repeat until all players have played:



Δ^aσ^bΔ^c Δ^dσ^eΔ^f Δ^gσ^hΔⁱ Materials

- sight words cards • masking tape • language experience paper • felt pen • 2 paper cups • a skein of yarn •

Vocabulary

Nouns

ΔΩ - E.T.

ᠲᠦᠷᠩᠭᠠᠭ - Tuurngaᠭ

👤 - Troll

HA - Hulk

୧୬ - King Kong

Δελφίνι - The Little People

⚠ ⚡ ⚡ ⚡ ⚡ - The Giants

Verbs

६८०८ - to scare

Cd - to see

▷ᱥᱟᱨᱢᱟᱝᱜᱟᱲᱤ - to tell a story

Conceptual Information for Teachers

All people throughout the world know of 'famous creatures' that live in their areas. Some of these 'creatures' may have actually existed or still exist. However, many are the results of man's rich imagination.

The 'unicorn' was well known in Asia and Europe in ancient times. It is now believed that the stories of the unicorn may have originated with the sighting of a narwhale. Some people used to believe that the ground unicorn tusk could be put into a drink to tell whether or not the drink had been poisoned. Some people believed the unicorn looked like a horse with one tusk; others thought of it as a deer with one long tusk.

Ghosts are known to most people around the world. They are usually the spirits of people who have died and are usually seen only at night. In recent years there have been some interesting experiments with infra-red photography to photograph famous ghosts. Ghosts could not physically hurt people, although their mere presence was often enough to strike terror into people.

Medusa was a Greek creature that had the face of a woman and hair that was a mass of live, hissing snakes. If a person looked directly at her, he turned to stone. One day Perseus used a mirror to see Medusa (thereby not looking directly at her). While Medusa slept, Perseus cut off her head, with the use of the mirror.

Bigfoot is a legendary creature of many forests. Many sightings of this hairy manlike creature have been made. One man reported having been kept prisoner by a number of the bigfoot creatures.

The Inuit had many 'famous creatures' as well. Some of these are listed above in the 'Vocabulary' box.

Theme: Famous Creatures

Lesson 1

ፈጣሪ ልማት ምክር ቤት Motivation

Before the lesson begins, cut out the pictures of E.T. and the Incredible Hulk from Illustration 60. Mount the illustrations on sheets of construction paper. Before the lesson begins, place the illustrations on the board and cover them with sheets of paper or curtains. Group the children in front of the board. As you talk to the children, pretend to have heard a sound from behind the 'curtains' on the board. Dramatize looking behind the cover papers/sheets. Eventually, remove the covers (one at a time) to reveal the 'creatures'. Encourage the children to talk about the two creatures (E.T. and the Incredible Hulk). Use this as a jumping-off point for a discussion of other 'creatures' that the children know. Make a list of the creatures that the children suggest, on the board.

Activity Activities

Provide each child with a copy of Illustration 61. It contains illustrations of the 'creatures' to be introduced in this Unit. Introduce the names of the creatures to the children at this time, discussing each creature with them. Share information from the 'Conceptual Development' box on the cover page, with the children.

Lay a length of mural paper on the floor. Have the children bring their copies of Illustration 61 and group around the mural paper. Provide each child with a felt pen. Each child should then copy an illustration of one of the 'famous creatures' from Illustration 61 on the mural paper. Circulate among the children as they work, repeating the vocabulary words as often as possible. When the mural is complete, display it in the classroom. Collect the copies of Illustration 61 for use later in the Unit.

Provide each child with a portion of plasticine. Each child should then use his plasticine to make a 'creature' from his own imagination. When the children have completed their 'creatures', have each child show his 'creature' to the other children, telling them the name that he has given to his 'creature'.

Δεδομένα: Δοθέντος ότι η $\mathcal{M}$ είναι μια $\mathcal{C}^1$ πολλαπλότητα, η $\mathcal{M}$ είναι μια $\mathcal{C}^1$ πολλαπλότητα

- Illustration 60 • scissors • masking tape • large sheet of paper or a curtain • a copy of Illustration 61 for each child • mural paper • felt pen for each child • plasticine for each child • cut outs for story from Illustration 62 • felt board • sections of sandpaper • overhead projector •

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Mount illustrations from Illustration 61 on the board and group the children in front of the board. Point to one of the illustrations, saying its name. The children should then repeat the name after you. Continue in this way until all of the vocabulary words have been heard and said by the children.

ᐱᐱᐱᐱᐱᐱ Activities

Have the children stand in pairs. Each pair should then stand back-to-back with arms interlocked. One player should be without a partner as IT for the first round of the activity. Say one of the vocabulary words. Then, tell the children to listen for that word again. When they hear you repeat that word, they should drop arms and find other partners. However, IT must also find a partner thus leaving another child as the IT for the next round. Repeat this activity using a number of the vocabulary words.

Mount the set of cut-out illustrations from Illustration 61 on a sheet. Have two children hold the sheet up so that the other children can see the illustrations. Stand behind the sheet with a flashlight. Shine the light behind one of the illustrations and the children should name it. Repeat until all of the illustrations have been identified a number of times in this way.

Mount a set of illustrations from Illustration 61 on the board. Then, encourage the children to suggest 'verbs' for the illustrations. Write the verbs that the children suggest on the board. Select verbs from these for this Unit.

Say one of the verbs (from above) and call upon a child to shine the light of a flashlight on the illustration of the creature for that verb. You may wish to do this activity with two children having flashlights. Repeat until all of the chosen verbs from above have been used in this way.

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Listening / Speaking - Creative Expression

ᐱᐱᐱᐱᐱᐱ Activities

Group the children in a circle on the floor. The children should kneel in the circle, placing their hands inside the circle (on the floor). Stand in the center of the circle with a flashlight. Say one of the vocabulary words and then attempt to 'tag' a child's hand or hands with the light of the flashlight. When a child's hand or hands have been 'tagged', he should repeat the vocabulary word that you said at the beginning of the round and then he should use it in a complete Inuktitut sentence. Repeat this process until many of the children have responded.

Have the children sit in a circle. Sit in the center of the circle with a flashlight (the straight type). Say one of the vocabulary words and then spin the flashlight. When the flashlight stops, the child at whom it is pointing should then repeat the vocabulary word that you said at the beginning of the round. Then, the child should use that word in a complete Inuktitut sentence. Repeat this process until many of the children has responded.

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- illustrations from Illustration 61 • a sheet • 1 or 2 flashlights •

Сight Recognition

Theme: Famous Creatures

Lesson 3

Introduction

Before the lesson begins, prepare a set of sight words (nouns and verbs) for this Unit. Tape the words to a sheet. Pin a long length of thread to the center of the sheet and then loop the end of the thread through a light fixture or hook in the ceiling. Group the children in front of you. As you talk, pull on the thread and the sheet should rise like a 'ghost'. Appear alarmed and then notice the words on the ghost. Remove them and use them to introduce the sight words to the children.

Activity Activities

Before the lesson begins cut squares of different colours of paper—enough to supply each child in the class with a square of paper. Place matching squares of paper in a container such as a bag. Mount the sight word cards on the board. Give each child one of the squares of coloured paper. Then, reach into the container and remove one of the coloured squares and show it to the children. Point to one of the sight words, the child or children who have the same colours of squares should identify the sight word that you point to. The children may exchange squares after each round of the activity. Repeat this process until all of your squares have been used and until all of the sight words have been identified a number of times.

Group the children in a circle. Before the lesson begins, prepare enough sight cards to supply each child with one. Walk around the outside of the circle, placing a sight words card in each child's hands (behind their backs). The children should not look at their sight word cards. Then, stand in the center of the circle. Call out one of the sight words. If a child thinks that he may have that word on his card (he will have to guess) he should hold his card up so that he can see it. If the child's card matches the word that you said, he scores a point. However, if the child held-up an incorrect word card, he is 'out' until the next round of the game. Continue until all children are 'out' or are 'winners'.

Decoding / Encoding

Academic Activities

Before the lesson begins, write syllabics from the sight words on small squares of acetate paper. For example:



Keep the syllabics for each word in separate envelopes. Lay the syllabics from one of the envelopes on the screen of an overhead projector. The children should look at the 'mix-up' syllabics and identify the sight words represented by the syllabics. When a word has been correctly identified, have a child re-arrange the syllabics on the overhead screen to produce the sight word, e.g.:

عن

Repeat this process until all of the sight words have been reproduced in this way.

Δε-σ-ΑΡΝ^ε Δ^εσ^εΑ^ε Materials

- sight word cards • a sheet • masking tape • thread • a pin • squares of coloured paper • a sight card for each child • acetate sheets • wax pencil • overhead projector • envelopes (one for each sight word) •

Activity Activities

Provide each child with a copy of Illustration 63. This Illustration 63 contains an illustration of a person who has seen a ghost. The illustration also contains a large empty text box. The children should imagine what the person is thinking or saying. Each child should then write his 'thoughts' on the text box on his sheet. If this is too difficult for your children to do at this stage, you can do this activity in 'language experience' form with the whole class. In this case, have copies of the Illustration 63 available. Mount a copy on the board. Write the sentences that the children suggest in the text box. If the children have other sentences to suggest, these can be written in the other copies of the Illustrations. Later, review the 'thoughts' with the children.

Mount lengths of language experience paper on the board. Then, tape one illustration from Illustration 61 in the center of each sheet of paper. Group the children in front of the board. Point to one of the illustrations and the children should think of as many adjectives as they can for that 'creature'. This can include descriptive adjectives that describe the colour, size, shape etc. of the creature. Write the words that the children suggest on the paper, around the illustration. Repeat this process with the remaining illustrations. Later, remove the illustrations from the paper sheets. Place the sheets of paper in the floor (changing their order). Give one of the illustrations to a child and he should find its sheet of 'adjectives'. Repeat until all of the illustrations and adjectives have been matched in this way.

Cut each of the sight words from Lesson 3 into its individual syllables, chunks, or clumps. Mix these together in a container. Then, each child should reach into the container and remove one of the cutouts. Each child should tape his cut-out to the board and then create an Inuktitut word around it (not necessarily a word from this Unit). Help the children with this process, as necessary. Afterwards, remove all of the cut-out syllables/chunks/clumps from the board and mix them together. Then, have each child take one of the cutouts again. This time each child must attempt to match his cutout with its word on the board.

Give each child two sentence strips. On one sentence strip a child should write a question, such as:

b < ^ Δ ∇ b ^ c ?

On the other strip he should write an answer for the question, such as:

בְּכַחֲלֵי יְהוָה

Then, collect all of the questions and answers. Give the answers to the children (a child should have a different answer from what he wrote). Read one of the questions, and the child (or children) who have answers that are appropriate for the question should hold-up their sentence strips. Repeat until all questions have been answered in this way.

Δε-σ-ΑΡΝ^c Δ^{5b}C^b L^c Materials

- a copy of Illustration 63 for each child • pencil for each child • language experience paper • felt pen • illustrations from Illustration 61 • masking tape • sight words (Lesson 3) • scissors • a container • 2 sentence strips for each child •

Verbs

ਘਰਾਮੁਦਾ - to shoot

☞ 'നട - to strangle

ବିଜୁ ଶର୍ମା - ବିଜୁ ଶର୍ମା

ΔηC' 3σ - to pluck

In mid-May or June the **EIDER DUCK** flies north to breed. It remains in the north until October when it flies for the winter to southern Greenland and Labrador. The Eider Ducks like rough terrain along the shores of the ocean. They usually lay 4 to 6 eggs which hatch in late July. Often the mothers will fight over one another's young...the young don't seem to care who is their mother, as long as they are kept warm and are fed. These birds make their nests with plant stalks and grasses and line them with down. The female doesn't eat while she is hatching her eggs. These birds usually nest in colonies. After mid-July the males are growing their new flying feathers and for a time they are unable to fly. Eiders have always been eaten by the Inuit. At one time the eider skins were used for a type of underclothing, under the outer parka. Today, many people use the down for pillows. In Southern Greenland, beautiful blankets are made of Eider skins.

The **OLD SQUAW** is a common summertime duck in the Canadian Arctic. The male has the distinctive 'V' shaped tail. They usually migrate in flocks of 100 to 200 birds. Mating takes place during migration, in mid-April. Strangely, the Old Squaw molts its feathers in the Spring. It is the only bird to molt in the Spring. In South Greenland, Old Squaws from Canada, Greenland, and Iceland meet and mate. This means that a duck will often move with its mate to a 'new home' in a foreign country. In 1947 a bird banded in Greenland showed up in Tuktoyuktuk; another in the Baltic Sea.

The **SEA PIGEON** (Black Guillemot) may winter near open waters in the north. It avoids overland flights, preferring to fly over water. Strangely, the Sea Pigeon may live for periods of time under the ice, breathing like a seal. It can dive up to 90 feet. These are the last birds to leave the Arctic, leaving in Nov. or December.

TERNS are the remarkable travellers. In August they fatten up for their remarkable migration. This migration takes them from the Eastern Arctic to Iceland, on the southern England and then south to Portugal, down the west coast of Africa and on to the Antarctic. This is the longest migration in the world; often being 20,900 km. long. The tern flies this twice a year. The fastest flight recorded was a Tern that flew 17,700 km. in just three months. Strangely, these birds do not fly over the Pacific Ocean.

LONG TAILED JAEGERS are well known in the Arctic. They eat fish and Lemmings and other birds' eggs. They usually winter in the centers of the oceans in the south. Jaegers have been known to attack other birds in pairs. The unwary walker who walks too close to the Jaeger nest will soon know of the Jaeger's temper.(See Lesson 1 for details of the Raven and Falcon.)

Motivation

Provide each child with a copy of Illustration 64. It contains an illustration of a summer scene...everything except birds are shown in the illustration. Discuss the illustration with the children, gradually leading them to realize what is 'missing' from the illustration. When the children begin to suggest birds, turn the discussion towards the types of birds that are often seen in the summertime in their area.

Provide each child with a copy of Illustration 65. It contains illustrations of the different birds to be introduced and developed in this Unit. Encourage the children to compare and contrast the appearances of the different birds.

Activities

Share information from the 'Conceptual Development' box on the cover page, with the children. Mount a large map of the world on the wall so that you can show the children the different migration routes and 'winter homes' of the birds.

Draw a simple illustration on the board of some hunters travelling by dogteam during the winter. Overhead, illustrate one or two ravens flying in a certain direction. Encourage the children to imagine what 'message' these two birds flying overhead would represent. Lead the children to understand that many Inuit believed that when they saw one or two birds flying 'with a purpose', there were polar bear or caribou near. Since the ravens would eat the polar bear and caribou excrement, this may in fact be a true message that the birds were representing. The raven may stay in the north all year round or he may migrate about 700 miles to the south. They usually remain close to villages where they can pick at scraps found around town. Many Inuit used to eat ravens, particularly the young. Often times a raven's foot was tied around a new born baby's neck—this was done to make the baby hardy, just like the raven. Unfortunately, the ravens may attack the meat and fish caches.

Draw another illustration on the board that shows a hunter with a bird in his hands. Tell the children that the hunter did not have a gun, a bow and arrow, etc. How did he get the bird? Lead the children to understand that for centuries falcons have been trained to hunt birds (and small animals) for their masters. Today the falcon is a protected bird and may not be sold. The falcons are basically land birds. In September they migrate to the lower Arctic regions.

Review the names of the different birds, using the children's copies of Illustration 65. Cut out a copy of each bird illustration and have the children tell you where to put it on the map of the world to show the 'winter homes' of the different birds.

If an amount of 'down' or other feathers (e.g. from an old pillow) are available, give a small portion to each child. Also, supply each child with a sheet of construction paper and glue and a pencil. Each child should then illustrate a bird on his paper, adding the feathers afterwards (i.e. attaching feathers to the illustration with the glue. Display the complete 'bird pictures' in the classroom.

Materials

- a copy of Illustrations 64 and 65 for each child
- world map
- masking tape
- construction paper/feathers/glue/pencil for each child

Δ/ΛΓΥ·Λ·Λ·Λ

$$\Delta \sigma = \sigma \left(\frac{\Delta \epsilon}{\epsilon} \right) \approx 2$$

Lesson 2

Review of Vocabulary

Provide each child with a copy of Illustration 65 (from Lesson 1). Review the names of the different birds, using the children's copies of the Illustration. Then, have the children cut-out the illustrations in their copies of the Illustration. The cut-out illustrations will be used in the next activity.

Academic Activities

Say the name of one of the Arctic birds and the children should hold up the illustration for that bird. Repeat this process until all of the birds have been recognized by the children. Afterwards, collect all of the illustrations and place them in a container. Each child should then reach into the container and remove one of the illustrations. Tell a running story in which you mention the birds' names many times. When a child hears the name of a bird that he has in his hands, he should show his illustration. repeat until the children are responding well.

Provide each child with a copy of Illustration 66. Say one of the verbs and call upon the children to identify the illustration for that verb. Continue in this way until all of the verbs have been introduced to the children. Have the children cut out these illustrations as well. When they are cut out, mix them with the birds' illustrations in the container. Spread all of the illustrations on the floor and group the children around them. Say an Inuktitut sentence that contains the name of a bird and one of the verbs introduced earlier, for example:

"Δ < < b λ ς b Δ ρ λ ρ ρ Γ b ρ Γ ς η Δ ς b γ λ."

Then, touch two children on their shoulders. Those two children should enter the circle and find the two pictures for the sentence that you said; one picture for the bird and the other picture of the verb. Repeat this process until all of the children have responded. Have all children repeat the sentence after each round of the activity.

Say an Inuktitut sentence that contains a noun and verb from this Unit. Then, toss a feather into the air. AFTER the feather has landed, the children should repeat the sentence.

Listening / Speaking - Creative Expression

Activity Activities

Have the children stand in a circle. Stand in the center of the circle with a length of yarn that has a beanbag attached to one end (the yarn should be about one meter long). Give a child in the circle a clean toilet plunger. Then, say one of the vocabulary words. The children should then pass the plunger around the circle in a clockwise direction until you clap your hands. Then, the child holding the plunger must pretend to be a 'Jaeger' trying to catch the lemming (the beanbag). The child should use the plunger to try and catch the 'lemming'. Move the beanbag around the circle quickly, keeping it on the floor. When the 'Jaeger' has caught the 'Lemming', the child should then repeat the vocabulary word that you said at the beginning of the round. Then he should use that word in a complete Inuktitut sentence. Repeat until many other children have played. Place the bird and verb illustrations (e.g. a set of each) on the floor at one end of the room. Group the children in two teams at the other end of the room. Give the first player in each team a feather. When you say, 'Go,' the players should 'fan' their feathers (or blow them) to the illustration. The first player to land his feather on a picture, and then to use its vocabulary word in a sentence, is the winner. Repeat.

Δε-σφάγν' Δ'σ' C' L' Materials

- a copy of Illustration 65 for each child • scissors for ea. child • Illustration 66 for each child • a container
- 2 feathers (light, downy-types) • a toilet plunger • a beanbag • a length of yarn (about 4 ft long) •

Introduction

Mount a set of illustrations for the nouns and one for the verbs from this Unit, on the board. Review the vocabulary words with the children. Before the lesson begins, prepare a set of sight word cards. Present one of the cards to the children, saying its name. Give the card to a child and that child should then match the word with its illustration on the board. Repeat until all of the words and illustrations have been matched in this way.

Activities

Before the lesson begins, write the sight words on tiny strips of paper. Place the paper strips in balloons and inflate the balloons. Place the balloons on the floor and group the children around them. Give a child a beanbag. The children should then pass the beanbag around the circle until you clap your hands. Then, the child left holding the beanbag should enter the circle and sit on one of the 'eggs' (balloons) to break it. When the balloon has broken, the child should retrieve the paper strip with its sight word card (on the board from above). All of the children should then say the name of the sight word. Repeat this process until all of the 'eggs' have been broken and until all of the sight words have been matched and identified in this way.

Place the cut-out illustrations (from Illustrations 65 and 66) on the floor. Group the children around them. Give each child a sight word card (prepare extra cards before the lesson begins—if necessary). When you say, 'go,' the children should then enter the circle and find illustrations that match their sight words. When a child has found the illustration for his sight word, he should return to the circle. When all of the children are back in the circle, have each child show his sight word and his illustration. The child should then name the sight word. Repeat until all children have identified their sight words in this way.

Decoding / Encoding

Activities

Provide each child with a sight word card (from above). Each child should then cut his word into its individual syllabics. When all of the children have cut their words into their individual syllabics, say a number to each child, from 1 to ____ (depending upon the number of children in the class). Child number 1 should mount or stand one of the syllabics from his word on the board or in the chalkboard ledge. Then, child number 2 should add one of his syllabics, either before or after the syllabic already up, in an effort to create a word from this Unit. The third child should repeat this process, and so on until the sight word has been created. If a child has no syllabics that can be added to those that are already up, he should clap his hands and the next child should take a turn. The winner or winners of the game are those left with the fewest syllabics at the end of the game.

Group the children into two teams. Have the teams stand at one end of the room (opposite the chalkboard). Then, place the sight words on display. Make two sets of dashes on the board, each dash representing a syllabic from a sight word, e.g.:

Then, the first player in each team must rush to the board and attempt to fill the dashes in with syllabics that spell one of the sight words (as above). Repeat until all players have played.

Materials

- cut-out illustrations from Illustrations 65 and 66 • sight word cards • masking tape • tiny strips of paper
- balloons • a sight word for each child • scissors for each child

Academic Activities

Mount a length of language experience chart paper on the board and group the children near it. Also, mount the large map of the world near the language experience chart paper. Review the migration of the tern with the children. Then, encourage the children to suggest the types of things that the tern would see in its migration. Write the words that the children suggest, on the sheet of language experience chart paper. Encourage each child to supply one word (at least). Afterwards, review the words with the children. Then, cut out the words and give one word to each child. Each child should then make an Inuktitut sentence for his word. When the children are ready, have each child read or say his sentence to the other children. Repeat until all of the children have had a chance to respond in this way.

Write this word on the board:

ГН⁵⁶

Then, use each of the syllabics in the word as an initial syllabic of a word in a sentence, such as:

[illegible]

When the children have caught-on to this process, repeat this 'funny-gram' activity, using other sentences that the children provide.

Write the following word bridge on the board:

Δ _____ 39

Provide each child with writing paper and pencil. Each child should then create an Inuktitut word that begins and ends with the letters that you wrote on the board, for example:

Δ' ρ' < 96 76

Afterwards, have each child read his word to the other children.

Δε-σ-ΑΠΟΚΕΥΟΜΕΝΑ ΔΕΥΤΕΡΙΑΚΑ ΥΛΙΚΑ

- language experience paper • felt pen • scissors • paper and pencil for each child • world map •

١٢٢٢ Verbs

Theme: Building Materials

Lesson 1

ΔC-σΔPL>εη'k^{5b} Motivation

Mount a length of mural paper on the board and group the children in front of it. Then, tell the children that you would like to build a house but you need some help to design the house and its contents. Use a felt pen to make the outline of the house on the mural paper. Then, encourage the children to make suggestions; what the areas of the house should be, doors, windows, furniture, etc. As you do this, encourage the children to tell you what the different items should be made from.

Lead this into a discussion of the different materials that are found in the community. Provide each child with a copy of Illustration 67. It contains illustrations of items made from the different materials to be introduced and developed in this Unit. Discuss the illustrations with the children.

Acute Activities

Have the children look around the classroom to identify items that are made from the different materials introduced above. Then, share information from the 'Conceptual Development' box on the cover page, with the children.

Before the lesson begins, collect samples of the different materials. Place the samples in a container and present the container to the children. Introduce each of the samples to the children, encouraging them to suggest items that can be made from that material.

Use a thermos bottle to represent 'insulation'. Before the lesson begins, pour hot water into the thermos. Present the thermos to the children, having them feel the water (be sure it isn't too hot). Lead this into a discussion of 'insulation' for the home, refrigerator, and so on. Traditionally, the Inuit used sod and snow as insulation for their homes. Insulation also played an important role in clothing (and still does to this day). While loose-fitting skin clothes provided insulation during cold weather, today many items use feathers or plastic fibers.

Provide each child with art paper and illustrating supplies. The children should then design homes, letting their imaginations 'go wild'. Circulate among the children as they work, repeating the vocabulary words as possible. When a child has completed the design of his house, he should then fill it in with the house's contents. Items that would be made from the different materials should be illustrated. Display the completed illustrations in the classroom.

Lay a length of mural paper on the floor. Then, have the children circulate around the room, finding items made from the different materials introduced in this lesson. The children should trace their items on the mural paper with felt pens (or with pencils first and then with felt pens). When the mural is complete, mount it in the classroom. It will be used for review purposes in Lesson 2.

Acetylene C_2H_2 Materials

- mural paper • felt pen • masking tape • copy of Illustration 67 for each child • felt pen for each child • pencil for each child • illustrating supplies for each child • thermos bottle • materials samples • container • art paper for each child •

Review of Vocabulary

Group the children in front of the tracings mural that was developed in Lesson 1. Point to each of the tracings, holding up the material that you think the item was made from (have the material samples from Lesson 1 available). Continue in this way, having the children correct you when necessary, until all of the vocabulary words have been reviewed.

Asynchronous Activities

Group the children in a circle. Blindfold two children. Place the materials samples in the center of the circle. Say one of the vocabulary words and the children with the blindfolds should then enter the circle and attempt to feel for the materials that was named. The first player to do this successfully wins the round. Repeat until all of the children have had a chance to play. A child should repeat the name of the material after he has identified it.

Place all of the materials on the floor and cover them with a sheet. Divide the children into two teams. Say one of the vocabulary words and the player from each team must rush to the materials and feel for it through the sheet. The first player to correctly locate the material and to name it wins the round.

Provide each child with a copy of Illustration 68. Say one of the verbs and call upon the children to identify the illustration for the verb that you said. Continue in this way until all of the verbs have been introduced to the children. Be certain that the children understand the meanings of the verbs. Use each of the verbs in a complete sentence.

Group the children in a circle. Give the materials (from above) to the children. The children should then pass the materials around the circle until you clap your hands. The children should then stop passing the materials. Say a sentence that contains one of the verbs and then call the name of a material. The child who is holding that material must respond by repeating the sentence that you said. Repeat.

Listening / Speaking - Creative Expression

Activity Activities

Group the children in a circle with their hands behind their backs. Place the materials samples in the children's hands. Then, say the name of one of the materials. The child who 'feels' that he has that material in his hands should show it to the other children and then use its name in a complete Inuktitut sentence. Repeat this process a number of times until many of the children have responded.

Group the children in a circle. Stand in the center of the circle, holding a baseball bat vertically on the floor. Say a verb from this lesson and then two children's names. At that point, release the bat. The two children who you named should rush into the circle to catch the bat before it hits the floor. The child, who succeeds in catching the bat, should then repeat the verb that you said. Then he should use it in a complete Inuktitut sentence...Repeat this process until all of the children have had a chance to participate.

Δε-σ-ΑΡΝ^ε Δ^εΑ^εΑ^ε Materials

- tracings mural (Lesson 1) • materials samples • 2 blindfolds • a sheet • a copy of Illustration 68 for each child • a baseball bat •

ረዕሰ ጉዳይ ልማት ልማት Sight Recognition

ሰነድ ስራ

Theme: Building Materials

ሰነድ ስራ 3

Lesson 3

ሰነድ ስራ Introduction

Mount a set of illustrations (from Illustrations 67 and 68) on the board. Before the lesson begins, prepare a set of sight word cards. Group the children in front of the board. Show one of the sight cards, saying its name. Then, give it to a child. That child should then match the sight word with its illustration on the board. Repeat this process until all of the sight words and illustrations have been matched.

ሰነድ ስራ Activities

Divide the children into two teams. Have the first player from each team stand, facing the other player. When you say, 'Go,' the two players should look at one another, attempting not to laugh. The first player who laughs must then identify a sight word that you show him. If both players laugh, then both children should identify the sight word. Repeat until all players have played.

Provide each child with a blank flashcard. Each child should write his name on the flashcard. Collect all of the name cards and mix them together. Place them in a container. Mount the sight words on the board. Remove one of the children's name cards and attach it to a sight word. The child whose name is attached to the sight word should then identify the sight word orally. Repeat this process until all of the sight words have been identified in this way. When all of the name cards are on the board, call one of the sight words. The child or children, whose names are attached to that word, should repeat the word orally.

ሰነድ ስራ / ሰነድ ስራ Decoding / Encoding

ሰነድ ስራ Activities

Provide each child with 7 or 8 (small) blank flashcards. The children should write the numbers 1 to 7 or 8 on their cards—one number per card. Say one of the vocabulary words from this Unit and the children should hold up the numeral card that represents the number of syllables in that word. Repeat this process until the children are able to respond well.

Before the lesson begins, prepare an extra set of sight cards. Cut each sight word into its individual syllables. Then, place the cut-out syllables in a container and mix them together. Group the children in a circle. Tape a cut out syllable to the top of each child's foot (position it so that the child sees it in its correct position). When each child has a syllable on his foot, the children should then try to group themselves together so that they spell the sight words with the cut-out syllables. You may wish to have the other set of sight cards on display for this activity. When the children have grouped themselves correctly, have each group of children say their sight word. This activity can be repeated more than once.

ሰነድ ስራ ሰነድ ስራ Materials

- illustrations from Illustrations 67 and 68 • sight word cards • blank flashcard per child • pencil for each child • container • masking tape • 7 or 8 flashcards for each child • scissors • an extra set of sight cards •

Academic Activities

Mount all of the sight words from this Unit on the board. Place the cut-out illustrations from Illustration 67 (from Lesson 2) in a container. Each child should reach into the container and remove one of the illustrations. When all of the children have illustrations, say a child's name. That child should look at his illustration and then find its vocabulary word on the board. Then, the child should use the word in a complete Inuktitut sentence. Repeat until all children have responded.

Write the following sentence on the chalkboard:

_____ **በጊዜው ላይ** _____

Then, have each child think of a word that could be used to complete the sentence. For example, a child might suggest:

"ኢሉኒ፣ በጽኑነት ነገሩን።"

Continue until you have heard each child's word for the sentence.

Provide each child with the outline contained in Illustration 69. It contains an outline for a word game. When each child has copy of the outline, call upon a child to say a syllable from the Inuktitut syllabarium (any syllable). All of the children should write that syllable in their outlines.. in any box. Then another child should call a different syllable and the children should write that one in their boxes. Encourage the children to say syllables with and without finals. When a child is able to create an Inuktitut word horizontally, vertically, or diagonally in his chart, he should raise his hand. Continue until most of the children have been able to produce one or more words on their outlines.

Provide each child with a copy of Illustration 68 (from Lesson 2). Each child should then write one sentence for each of the illustrations in the Illustration. Circulate among the children as they work, helping them as necessary. Afterwards, have each child read his sentences to the other children.

Δε-σ-φ-π^c φ^b C^b 4^c Materials

- sight word cards • cut-out illustrations from Illustration 67 (Lesson 2) • a container • a copy of Illustration 69 for each child • pencil for each child • a copy of Illustration 68 for each child (from Lesson 2) •

◀▶↻↺ Nouns

ᑭᐱ ᓂᐱᕐ - low mountains

ΡΥΔΕ - high mountains

A<A>L^a - hill

འཕུལ་ཁོ་ - valley

AAᐅᑦᓴᓂ - hummock

سُتَ - spit

തീരം - tundra

A 3 U³ - pingo

Δ α ε ρ ρ - small cliff

Δ-ε?<ε - big cliff

ཐ་དག་སྤྱོད་པ་ - esker

فعل Verbs

erode - to erode

ﻻﺭﻭ ﻋﺪ - to climb

𐎠𐎢𐎡𐎹 - to descend

Conceptual Information for Teachers

The Canadian Arctic contains a variety of land forms. Many areas are gently-rolling tundras. The word 'tundra' comes from the Finnish word 'tunturi' which means 'treeless plain'. The tundra was formed by glacial action, glaciers that flattened-out the terrain. Today, frost, also, plays major role in the shaping and re-shaping of the tundra. The poorer the soil in a tundra area, the more lichens will be present.

Gull hummocks are formed on many islands or nesting areas of the gulls. During breeding time, a gull will choose a 'standing place' where he will literally stand for great amounts of time. During this time, he 'manures' the spot he stands on. This continues, year after year, generation after generation, with gulls using the same 'standing spots'. With all of the manure on the 'standing spot', great amounts of grass begin to grow. Gradually the grass turns to peat and the hummock continues to grow in this way. Some of these hummocks are more than three feet high.

Mountains are formed in three ways. They may be created from the earth's crust 'up-lifting', from erosion, or from volcanic action. The Canadian north contains mountains formed by all three of these processes. Historically many people avoided mountains as they made travel difficult. However, with the discovery of minerals in the mountains, namely gold, many mountain areas opened-up. Throughout the world, mountains play important roles in creating boundaries between countries. Erosion can, after long periods of time, wear a mountain down or change its shape.

Pingos are particularly common in parts of Alaska and Western Arctic. They look like miniature volcanoes. They are formed when a plug of ice forces its way up from the permafrost through the bed of a drained lake. Some of these pingos reach a height of up to 92 meters. There are about 1,500 pingos in the Western Arctic of Canada.

There are many famous volcanoes in the world—Mt. St. Helen's being one of them. A volcano is a mountain formed by lava or liquid rock. Alaska has many active volcanoes as well as dormant and extinct volcanoes. A 'dormant' volcano is one which may erupt again, whereas an 'extinct volcano' is one which is 'dead' and will not erupt again.

Δσ-σΔPL-σΔn-Δε Motivation

Before the lesson begins, collect a cookie sheet or other large and flat container. Place soil (if available) or flour mixed with brown tempera paint in the cookie sheet. Group the children around the cookie sheet. Place a square of bristol board under the soil/flour. Tell the children to watch what happens as you push the ends of the Bristol board together....the soil/flour will be displaced and will rise. Encourage the children to imagine what this experiment shows. Lead the children to understand that this experiment represents the making of one type of mountain...the up-lifting of the earth's crust.

Lead this into demonstrations of the formation of land forms:

Academic Activities

Make a small 'mountain' out of plasticine and cover it with the soil or flour (in the cookie sheet). Then, tell the children to watch what happens as you pour water over the flour/soil that is covering the 'mountain'. The children should see that the flour/soil is washed away, thus exposing the 'mountain'. The children should understand that this happens because the soil/flour is softer than the 'rock' (plasticine) under it. This is another way in which mountains are formed.

Prepare a cone out of construction paper. Cut a section of the side of the cone out so that you can insert your hand into the center of the cone. Then, use a baster (with a rubber bulb at the end) and water (coloured red or orange with food colouring or paint) to demonstrate the action of a volcano. You may wish to put coffee grounds in the water to represent 'rocks'. Hold the baster upside down and insert it into the cone (the 'volcano'), positioning the opening of the baster in the top of the cone. Then, squeeze the rubber bulb on the baster...the children should then see a volcano erupting.

Prepare an outline on the floor with masking tape that looks something like this:



Use the outline to introduce the Inuktitut vocabulary words to the children. Walk along the outline, naming the different land forms at the same time.

Provide each child with a copy of Illustration 70. It contains illustrations of the different landforms to be introduced and developed in this Unit. Use the illustrations to review the Inuktitut names for the different landforms. The children should hear the names of the Landforms a number of times.

Provide each child with plasticine. Each child should then shape his plasticine into a landform. When all of the landforms are complete, place them together on a table to form a 'landscape'.

Δεδομένα: Δοθέντα: $\Delta^{\circ}G^{\circ}$ Materials

- cookie sheet • soil or flour • bristol board • plasticine • water • construction paper • scissors • a baster
• food colouring or red/orange Tempera paint • coffee grounds • masking tape • a copy of Illustration 70
for each child • plastecein for each child •

Lesson 2

Introduction

Place an inflated balloon in the 'volcano' from Lesson 1. Also, place a set of sight cards inside the volcano. Group the children in front of the volcano. As you talk to the children, reach behind the volcano and burst the balloon with a pin. Appear alarmed to notice that the volcano is 'rumbling'. Then, look into the volcano and 'discover' the sight words. Introduce the sight cards to the children, saying each word as its card is presented.

Activity Activities

Before the lesson begins, prepare an extra set of sight word cards. Mix the extra set of cards with the master set (from above). Lay all of the sight cards on the floor, face down in a scattered formation. Divide the children into two teams. Have the first player from each team turn over two sight cards at the same time. If a player turns over two sight cards that are the same, he should identify the sight word and his team scores a point. However, if the words are not matching words, he should replace them. Matching words should be left face-up. Repeat this 'concentration' game until all players have played and until all sight words have been identified in this way.

Provide each child in the classroom with a penny. Point to one of the sight words (which should be mounted on the board). The children should then toss their coins into the air. Then, call 'Heads' or 'Tails.' The children who have heads/tails (depending upon what you called) should name the sight word that you pointed to at the beginning of the round. Repeat this process until all of the sight words have been identified in this way.

Decoding / Encoding

Academic Activities

Create a 'mesh word' using chunks or clumps from two words, for example these words:

can be used to make the mesh word: $p^2 q^2$

Say one of these 'mesh words' to the children. Then, call upon a child to identify the two sight words used to create the 'mesh word'. Repeat until all of the sight words have been identified in this way. Later, have the children create their own mesh words. When a child has created a mesh word, he should read it to the other children. The other children, in turn, should then identify the two sight words used to create it.

Spell one of the sight words purposely mixing-up all of the syllables. After spelling the word, call upon a child to identify the sight word represented by the 'mixed-up word' that you spelled. Repeat, using the other sight words.

Δε-σ-ΑΡΝC Δ^{5b}C^b L^c Materials

- a balloon • the 'volcano' (Lesson 1) • set of sight cards • masking tape • extra set of sight cards • a penny for each child •

Academic Activities

Provide each child with a copy of Illustration 72. It contains an illustration of the Canadian mountain climber reaching the summit of Mt. Everest. The illustration also contains a large empty text box. Encourage the children to imagine what the climber was thinking as he reached the top of the mountain. The children should write their 'thoughts' in the text box. Circulate among the children as they work, helping them as necessary. Later, when all of the children have completed their 'thoughts', have each child read his version to the other children.

Write the following incomplete sentence on the board:

Δ< < 1 96 87 2 2 96 3 4

Then, encourage each child to suggest a word that can be used to complete the sentence. Write the children's words on the board, e.g.:

၃၆၄၂၉

١٢٣٤٥٦٧٨٩١٠١١١٢١٣١٤١٥١٦١٧١٨١٩٢٠٢١٢٢٢٣٢٤٢٥٢٦٢٧٢٨٢٩٣٠٣١٣٢٣٣٣٤٣٥٣٦٣٧٣٨٣٩٤٠٤١٤٢٤٣٤٤٤٥٤٦٤٧٤٨٤٩٥٠٥١٥٢٥٣٥٤٥٥٥٦٥٧٥٨٥٩٦٠٦١٦٢٦٣٦٤٦٥٦٦٦٧٦٨٦٩٧٠٧١٧٢٧٣٧٤٧٥٧٦٧٧٧٨٧٩٨٠٨١٨٢٨٣٨٤٨٥٨٦٨٧٨٨٨٩٩٠٩١٩٢٩٣٩٤٩٥٩٦٩٧٩٨٩٩

Afterwards, point to one of the words and the children should read the complete sentence, saying the word that you pointed to, in the sentence.

Collect the two sets of sight cards from Lesson 3. Give each child a sight card. Don't let the children see one another's cards. When each child has a sight card, he should then create an Inuktitut sentence for the sight word that he has. Later, when all of the children have completed their sentences, have a child read his sentence to the other children, purposely, not reading the sight word. The other children should try to name the sight word that the child used to write the sentence. The child who names the sight word correctly should then get that child's card. At the end of the activity, the child who collected the most sight cards is the winner (there may be more than one 'winner').

Δε-σ-ΑΡΝ^c Δ^{5b}C^b L^c Materials

- a copy of Illustration 72 for each child • pencil for each child • 2 sets of sight cards (Lesson 3) • writing paper for each child •

ᐱᕈᓃᐅᚾᚿ ᑭ Nouns

بای‌ینلٲ - bay/inlet

▷ σ^{90} - high tide

d - river

$\cap \sigma^a = \sigma^{9b}$ - low tide

دَلّے - stream

См. также: океан

Δ⁴L¹Π²σ³ - puddles on ice

ΔL⁹ / 6 - puddles on land

ᠰᠤᠯᠠᠭᠠᠨ - slow flowing river

١٠ Verbs

L^ac'as - to be rough

▷◁ - to be calm

▷𐤀𐤚𐤕𐤔 - to flood

Conceptual Information for Teachers

Water is the only substance that occurs at ordinary temperatures in three stages—solids, liquids, gasses. For example, glaciers represent 'solids', rain represents 'liquids' and fog represents 'gasses'. Three-quarters of the earth's surface is covered with water.

The ocean between Baffin Island and Greenland is separated by an under-water mountain chain that runs north and south. This ocean has three layers; the first layer is 180 meters thick, the second layer is 610 meters thick. The third layer is a very slow-moving layer of water, turning in a counter-clockwise direction. Each portion of the third layer (on either sides of the mountains) makes a complete turn (360°) every four years.

Water has always played an important role to the Inuit. Food was obtained from waters. The waters served as transportation routes, and of course water was used for drinking and cooking. Most traditional Inuit camps were situated near fresh water sources.

During the Spring, before the ice has broken, puddles of water often form on the ice. The ice under these puddles often develops 'needle ice'. This ice is very hard on the paws of dogs and therefore small 'dog kamiks' are often made from seal-skin to protect the dog's paws. While sled dogs do not normally drink large amounts of water, they will drink from these puddles or chew snow as they pull the sleds.

Many northern communities have been named after waterforms: Arctic Bay, Clyde River, Rankin Inlet. Of course the Inuktitut names for these communities may refer to other features of the areas in which the communities are located.

In some communities, and certainly traditionally, ice from icebergs was used as a supply of fresh water in those areas frequented by icebergs. The practice of using icebergs as a water supply was restricted to the winter months.

Theme: Waterforms

Lesson 1

Δ-9-THC Motivation

Before the lesson begins, place a bowl or other water-tight container in a box. Collect an old sock. Group the children together in front of the box. Tell the children that someone gave you the box because it is supposed to be 'magic'. Tell the children that you were told to put the old sock in the box and it would change. As you talk, drop the sock into the box (being certain that the sock lands in the water). After a few moments, remove the sock from the box, appearing horrified to notice that your sock did change, it is now wet. Use this experience to encourage the children to think where the water came from...e.g., from the tap, from the water truck, and originally from the town's water source.

Encourage the children to suggest other forms of water that they have seen.

Acute Activities

Provide each child with a copy of Illustration 73. Illustration 73 contains a number of the different waterforms to be introduced and developed in this Unit. Use the illustrations to introduce the Inuktitut vocabulary words to the children. The children should hear the vocabulary words a number of times during this process.

Place a layer of cellophane in the bottom of a sieve. Then, place earth or flour on the cellophane. Use this to show how permafrost keeps much of the water that falls on the surface of the earth...often creating puddles, lakes, or swampy areas. Pour water into the sieve. The children should notice that the water does not go through the sieve. In this way the cellophane is like the permafrost.

Place a large waterproof container on the floor beside a desk or table. Tilt the desk or table towards the container (e.g. put books under the legs at the opposite end from the container). Pour some water on the table. The children should notice that an instant 'waterfall' is created.

Use a map of the Northwest Territories to introduce the Northern rivers to the children. The children should understand that all of the rivers eventually pour into the sea.

Fold a sheet of Bristol board in half and then open it up so that the sides are slanted, with a 'V' in the bottom. Tilt this and use it to show how streams feed rivers. Have three or four children pour small amounts of water down the sides of the Bristol board. The 'streams' will meet in the 'river' (the 'V') and then run to the ocean.

Provide each child with a sheet of art paper. Place a teaspoon of Tempera paint on each child's sheet of paper. Provide each child with a straw. The children should very carefully blow the 'water' around on their sheets of paper, thus producing 'wind and water' pictures. When they are dry, the pictures may be displayed in the classroom.

Δε-σ-ΑΡΝ^ε Δ^εΑ^εΑ^ε Materials

• a bowl • a box • an old sock • a copy of Illustration 73 for each child • a sieve • cellophane • large water-proof container • water • map of the N.W.T. • sheet of bristol board • paint/art paper/straw for each child •

ΔΕΛΤΑ 65

Theme: Waterforms

$$\Delta C = \sigma \Delta \epsilon^{sb} C^{sb} \quad 2$$

Lesson 2

Review of Vocabulary

Before the lesson begins, prepare a set of 'waterproof illustrations'. Wrap cut-out illustrations tightly with cellophane. Place the illustrations in a pail and fill the pail with water. Introduce the pail of water to the children. Dramatize noticing of the 'pollution' in the water. Remove the illustrations one at a time, introducing them to the children. Say each vocabulary word as its illustration is presented. Continue until all of the vocabulary words have been presented.

Academic Activities

Provide each child with a copy of Illustration 73 and a pair of scissors. The children should cut out the illustrations from their copies of the Illustration 73. When the children have cut out the illustrations, say one of the vocabulary words and the children should hold up the illustration for that word. Repeat until the children are able to respond well.

Place the cutouts on the floor and group the children around them. Place two ping pong balls on the floor near the illustrations. Give two basters (with rubber 'squeeze' ends) to the children. The children should then pass the basters around the circle until you clap your hands. When you clap your hands, say one of the vocabulary words. The two children left holding the basters must use them to blow the ping pong balls to the illustrations for the word that you said. The first child to land his ping pong ball on the correct illustration and then to say the vocabulary word, wins the round. Repeat until all of the children have played.

Place two tongue depressors in a large pail or pot. Divide the children into two teams. Have the first player from each team kneel by the pot with his hands behind his back. Say a sentence that contains one of the vocabulary words. The players must then attempt to retrieve the tongue depressors with their teeth. The first player to retrieve a tongue depressor and then to repeat the sentence you said, wins the round. Have a towel handy and a new tongue depressor for each round of the activity. Each child should keep his tongue depressor for use in the next section of this lesson.

• 54 / 54 5-54 = 44 0456 856 54

Listening / Speaking - Creative Expression

Acute Activities

Each child should write a number twice on his tongue depressor, like this:

3

When each child has written his numbers on the tongue depressor, he should then break the tongue depressor in half. Collect half of each child's tongue depressor and place the collected halves in a container. Say one of the vocabulary words and reach into the container to remove a tongue depressor half. Call the number showing on it. The child with the matching number must then repeat the word that you said and then use it in a complete Inuktitut sentence. Repeat until all the children have responded.

Illustrate the verbs for this Unit on the board. Be certain that the children understand the meanings of the verbs. Afterwards, repeat the tongue depressor halves activity (from above) using the verbs for this Unit. The children may exchange depressor halves for this round of the game.

Δε-σφαιρικό Διευκρινιστικό Materials

- a set of sight cards • cellophane • pail • water • copy of Illustration 73 per child • scissors for each child • 2 rubber basters • 2 ping pong balls • a tongue depressor for each child • large pail or pot • pencil per child • a container (e.g. a bag) •

ርዕሰ ስራ ልማት Sight Recognition

ልማት ስራ
 Theme: Waterforms

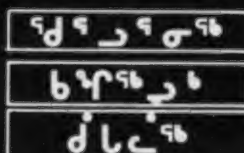
ልማት ስራ 3
 Lesson 3

ግብረ ሰው Introduction

Before the lesson begins, prepare a set of sight word cards for the sight words from this Unit. Group the children together and present each of the sight words to them—one at a time. Say each sight word and then mount it on the board. Continue in this way until all of the sight words have been presented.

ሰራተኛ Activities

Provide each child with a copy of Illustration 74. It contains the sight words for this Unit. The children should cut out the sight words and lay them on their desks. Each child should select two or three sight words and lay them in a sequence on his desk, e.g.:



When the children have their sight words in sequences, say two or three of the sight words. Any child or children who have their sight words in the same sequence as you said, should raise their hands. Call upon the child or children to then read their words in the sequence. Repeat this activity until there have been many 'winners'. The children may change the sequence of their words after each round of the activity.

ግብረ ሰው / ግብረ ሰው Decoding / Encoding

ሰራተኛ Activities

Prepare an extra set of sight word cards. Cut each sight word card in half, horizontally. e.g.:



Place half of each word on the floor and keep the other half. Divide the children into two groups. Give the first player in each group one of the word halves. The players should then rush to the halves on the floor to find the halves that match their word parts. The first player to do this and then to identify the sight word wins the round. Repeat until all players have played.

Place two containers of water and two paint brushes under the chalkboard. Group the children in two teams. Say one of the vocabulary terms and the first player in each team should then use one of the paint brushes and the water to write the word that you said on the chalkboard. Be certain that the children use their best printing. Continue until all players have played. You may wish to have a copy of the sight words on display that the children can use for models.

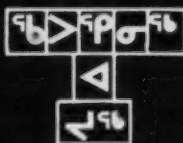
ሰራተኛ ሰራተኛ Materials

- set of sight word cards • masking tape • copy of Illustration 74 for each child • scissors for each child
- scissors • an extra set of sight cards • 2 containers of water • 2 paint brushes •

Academic Activities

Provide each child with a copy of Illustration 75. It contains an illustration of a drop of rain falling from the sky. The illustration also contains a large empty text box. The children should imagine what the drop of rain is thinking to itself as it falls through the air. Each child should write his version of the drop's thoughts in the text box. Circulate among the children as they work, helping them as necessary. Afterwards, have each child read his 'thoughts' to the other children.

Provide each child with his cut-out sight words from Lesson 3. Each child should then cut his words into their individual syllabics. When a child has his words cut out, he should use them to create other Inuktitut words in 'cross-word puzzle' form. e.g.:



When a child has created a number of words he should write his words on a sheet of paper. Afterwards, have the children share their words with one another.

Provide each child with one of the cut-out illustrations (of the nouns, from Lesson 2). Each child should mount his illustration on a sheet of writing paper and then he should write as much about the illustration as he can. Circulate among the children, helping them as necessary with this process. Afterwards, have a child read his words or sentences to the other children. The children should listen carefully and then attempt to name the illustration used by the child to write the words/sentences. Repeat until each child has had a chance to present his words/sentences.

Δε-σ-ΑΡΝ^c Δ⁵ΗC^b 4^c Materials

- copy of Illustration 75 per child • pencil for each child • cut-out sight words (from Lesson 3-Illustration 74) • writing paper for each child • masking tape • illustrations from Illustration 73 (Lesson 2) •

List of Illustrations

- a. Egyptian ship
- b. Ship, Arctic
- c. Ocean liner
- d. Viking ship
- e. Submarine
- f. Naacopie
1. St. Regis
2. C.D. Howe
3. Manhattan
4. J. A. MacDonald
5. Flag, Canada
6. Flag, U.S.A.
7. Flag, England
8. Flag, Japan
9. Arctic Cotton
10. Sacrifice
11. Blueberries
12. Arctic Poppy
13. Willow Tree
14. Arctic Aven
15. No Ill.
16. Cache, caribou
17. Stone trap, fox
18. Inukshuk
19. Nets
20. Oil lamp
21. Qarmaq
22. Fish weir
23. Rock throwing
24. Carving
25. Breaking leg bone
26. Bldg. stone cache
27. Juggling
28. Ptarmigan hunting
29. Pregnant caribou
30. Yearling
31. Newborn
32. Adolescent
33. Calf
34. Young adult male
35. Adult male
36. Fighting, caribou
37. Male antlers
38. Bow
39. Arrow
40. Fishpear
41. Kakivak
42. Harpoon head, Walrus
43. Harpoon head, Whale
44. Snow Knife
45. Trad. shovels
46. Running caribou
47. Seal migration
48. Bearded Seal
49. Newborn
50. Pup, adult hair
51. Yearling
52. Adult
53. Old bull
54. Ring seal
55. Newborn
56. Pup, adult hair
57. Yearling
58. Adult
59. Old bull
60. Harp seal
61. Newborn
62. Pup, adult hair
63. Yearling
64. Adult
65. Old bull
66. Hooded seal
67. Newborn
68. Pup, adult hair
69. Yearling
70. Adult
71. Old bull
72. Nursing pup
73. Suckling
74. Giving birth
75. Shedding hair
76. Dancing crazily
77. Caribou tracks
78. Rabbit tracks
79. Wolf tracks
80. Fox tracks
81. Seal tracks
82. Bird tracks
83. Calf tracks
84. Caribou running
85. Seal hopping
86. Rabbit, fox, wolf running
87. Calf running
88. Bird running
89. Caribou rearing
90. Window of qarmaq
91. Seal skin tent
92. Umiak, Qayaq
93. Ivalu
94. Ipaq, seal skin rope
95. Baffin qayaq
96. Keewatin qayaq
97. Alaskan qayaq
98. Yupik qayaq
99. Greenland qayaq
100. Quebec qayaq
101. Qayaq frame, Baffin
- Complete qayaq, Baffin
102. Inuk approaching Sir Martin Frobisher
103. Long fan
104. True fan
105. Tandem
106. Centre trace
107. Buggy
108. Canadian qamutik
109. Alaskan sled
110. Greenland sled
111. Quebec qamutik
112. Airplane
113. Train
114. Submarine
115. Qayaq
116. Umiak
117. Ski-doo
118. Dog
119. Ocean liner
120. Paddling
121. Driving a Dogteam
122. Flying an airplane
123. Sailing
124. Steering Canoe
125. Lady's dress, 1800's
126. Lady's dress, Modern
127. Lady's shoes, 1800's
128. Lady's shoes, Modern
129. Man's suit, 1800's
130. Man's suit, Modern
131. Lady's dress, 1920's
132. Lady's dress, 1940's
133. Man's shoes, 1920's
134. Man's shoes, 1940's
135. Man's suit, 1940's
136. Man's suit, 1940's
137. Lady's shoes, 1920's
138. Lady's shoes, Modern
139. Person dressing
140. Person undressing
141. Sewing clothing
142. Ripping cloth
143. Buttoning shirt
144. Zipping a zipper
145. Traditional amauti, S. Baffin
146. Amauti, N. Baffin
147. Kamik, S. Baffin
148. Kamik, N. Baffin
149. Caribou parka, Southampton Is.
150. Traditional amauti, Igloodik
151. Caribou socks, S. Baffin
152. Caribou pants, S. Baffin
153. Child's caribou suit, N. Baffin
154. Seal skin mitts, S. Baffin
155. Caribou parka, S. Baffin
156. Caribou inner parka
157. Caribou pants
158. Seal skin pants
159. Duffie socks
160. Infant's caribou suit
161. Amauti
162. Caribou
163. Caribou shot
164. Skinning caribou
165. Taking caribou skin home
166. Cleaning the skin
167. Skin cut for clothing
168. Sewing the skin for parka
169. Completed caribou parka
170. Hand
171. Index finger
172. Thumb
173. Arm
174. Knuckle to elbow
175. Sinew
176. Hand measurement
177. String measurement
178. Shortening stick
179. Lengthening rope
180. Widening space
181. Snow storm
182. Slush
183. Falling snow
184. Blowing snow
185. Snow drift
186. Whitout
187. Musk-ox, stuck in snow valley
188. Rabbit tracks
189. Siskit tracks
190. Polar bear tracks
191. Fox tracks
192. Ptarmigan tracks
193. Wolf tracks
194. Lemming tracks
195. Snowbunting tracks
196. Caribou tracks
197. Ptarmigan
198. Fox
199. Polar bear
200. Snowbunting
201. Lemming
202. Siskit
203. Wolf
204. Caribou
205. Pressure ice
206. Iceberg
207. Salt ice
208. Glacier
209. Lake ice
210. Thin ice
211. Needle ice
212. Sea bottom ice
213. Crack in ice
214. Chopping ice
215. Bringing ice home
216. Melting ice
217. Cautious on ice
218. Fetching ice
219. Grid
220. Drinking salty tea
221. Money
222. Meat
223. Box
224. Clothing
225. Can
226. Fruits
227. Vegetables
228. Buying something
229. Paying the amount
230. Carrying groceries
231. Waiting in line
232. Shopping
233. Vinegar
234. Ketchup
235. Salt
236. Pepper
237. Seal oil
238. Lard
239. Fat
240. Washing pots
241. Lost bowl
242. Broken bowl
243. Repairing cup
244. Table knife
245. Ulu
246. Spoon
247. Bowl
248. Plate
249. Meat cleaver
250. Celery
251. Bread
252. Potatoes
253. Peaches
254. Rice
255. Corn
256. Sugar
257. Cheese
258. Meat
259. Fish
260. Eggs
261. Chicken
262. Milk
263. Nuts
264. Peanut butter
265. Human organs
266. Human skull
267. Playing soccer
268. Checker
269. Playing soccer
270. Lost the game
271. Won the game
272. Kicking a ball
273. Playing chess
274. Playing the ajagaq
275. Tug-of-war
276. Game of pulling one's mouth
277. E.T.
278. Incredible Hulk
279. E.T.
280. Incredible Hulk
281. Turngaq
282. King Kong
283. Troll
284. Little people
285. Sea Goddess
286. Giants
287. Ajagaq
288. Aqsaaraq
289. Iqinuq
290. Ajarag
291. Inugannguat
292. Nugluktaq
293. Inugluktaq
294. Just seen a ghost
295. Summer scene
296. Common eider duck
297. Black guillemot
298. Falcon
299. Jaeger
300. Arctic Tern
301. Raven
302. Shooting a bird
303. Strangling a goose
304. Skinning a bird
305. Plucking feather
306. Baseball bat
307. Sod
308. Shingles
309. Glass
310. Caribou hide
311. File
312. Insulation between walls
313. Drinking straw
314. House construction
315. Applying insulation
316. Glass breaking
317. Sawing wood
318. Grid
319. Low mt.
320. High mt.
321. Hill
322. Valley
323. Big cliff
324. Tundra
325. Hummock
326. Small cliff
327. Spit
328. Eroding river bank
329. Volcano erupting
330. Climbing mt.
331. Everest climbers from Canada
332. Inlet
333. Slow moving river
334. Puddles on ice
335. Stream
336. Ocean
337. River
338. Puddles on land
339. Puddles Shore of ice
340. Rain drop falling

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